



ACCESS Results: Spring 2026 Administration

Cherry Hill Public Schools

August 11, 2026



**Data provided in this presentation
include the results from Spring 2026
Spring 2025 & Spring 2024 ACCESS.**



Important Note



When interpreting ACCESS assessment data across multiple years, it's important to keep in mind that direct year-to-year comparisons may not provide an accurate picture of program impact or student growth. Our Multilingual Learner (ML) population is highly dynamic, with students frequently entering and exiting the program or moving in and out of the district. Because the composition of the tested group can change significantly from year to year, variations in scores may reflect shifts in the student population rather than language proficiency, program effectiveness, or instructional quality.



Important Terms



ML: Multilingual Learner

ML is a new term to refer to students in NJ.
ESL is still the term used to refer to teacher
certifications and programs.

ELL: English Language Learner

This term has been retired as the new
Bilingual Code goes into effect

WIDA: World-Class Instructional Design & Assessment

WIDA Consortium is a consortium of 41
states dedicated to the design and
implementation of high standards and
equitable educational opportunities for
English Language learners

ESSA: Every Student Succeeds Act

The “Every Student Succeeds Act” (ESSA)
is the federal K-12 education law of the
United States



Purpose of the ACCESS (1 of 2)



- To comply with federal regulations implementing ESSA, all school districts in NJ were **required** to administer the ACCESS for ELLS language proficiency assessment to all MLs in grades K-12.
- All students in **grades K-12** identified as MLs (including MLs whose parents have refused services) in accordance with NJ's ML identification process are required to participate in the ACCESS for ELLs assessment.
- Results from the ACCESS test administration are used in the calculation of the schools' and districts' performance on the Progress to English Language Proficiency (ELP) indicator for ESSA school accountability.



Purpose of the ACCESS (2 of 2)



- ACCESS for MLs scores are used for:
 - Informing decisions as one criteria about whether students are ready to **exit** English language support services
 - Decision-making for **student placement** into appropriate classes or groups for instruction, instructional planning
 - **Monitoring the progress** that students have made in English language proficiency
 - Public reporting of Multilingual learners' (MLs) progress toward English language proficiency and for ESSA **school accountability systems** used to identify what schools need the most comprehensive and targeted support
 - Informing parents/guardians of their child's progress in English language proficiency





ACCESS 2025 Administration Information



- The ACCESS and Alternate ACCESS assessments are designed to be administered in-person
 - 2026 TESTING WINDOW DATES: February 2nd – March 27th
- Students' performance on the Listening and Reading tests determine their tier placement for the Writing and Speaking tests.
 - Writing: Tier A or Tier B/C
 - Speaking: Pre-Tier A, Tier A or Tier B/C
- While there are suggested guidelines for timing for each test, ACCESS is not a timed test. Test Administrators have professional discretion to allow necessary time for each student.





Multilingual Learner Students (Percentage of Total Population)



School Year	District	State
2024 – 2025	5.4%	11.7%
2023 – 2024	4.5%	10.6%
2022 – 2023	4.3%	9.4%



From NJSLEDS submission to the state. 2025-2026 data not yet available.



Cherry Hill Multilingual Learners' Home Language Distribution 2026



Top 5 Languages	Total Number of Students	Percent of MLs
Spanish	149	31.6 %
Chinese	53	11.2 %
Vietnamese	28	5.9 %
Turkish	27	5.7 %
Korean	23	4.9 %



Note: Home Language is determined by parent response at time of Registration.

ACCESS Participation Spring 2026 Compared to Spring 2025 & 2024



Grade	K	1	2	3	4	5	6
Spring 2026	55	71	60	45	42	37	17
Spring 2025	70	66	64	48	59	23	26
Spring 2024	73	68	48	60	37	39	15
Grade	7	8	9	10	11	12	TOTAL
Spring 2026	24	29	24	28	24	16	472
Spring 2025	22	25	25	33	25	12	498
Spring 2024	22	22	26	20	19	9	458



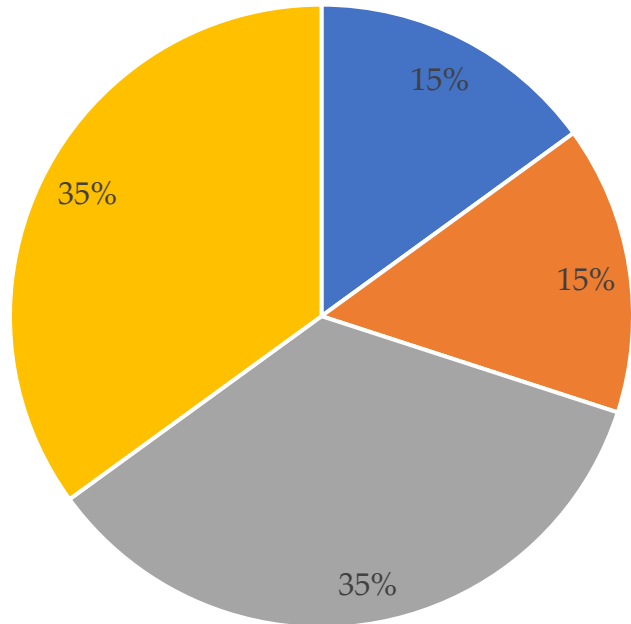
Numbers of students tested in each grade.

ACCESS for ELLs Overall Score Composition



Score Composition

■ Listening ■ Speaking ■ Reading ■ Writing



- A student's overall score on the ACCESS for MLs is calculated using individual domain scores:

• **15% Listening** + **15% Speaking** + **35% Reading** + **35% Writing** = **Overall Score**

- The overall score is also used in determining an MLs exit status from the ESL program.
 - New Jersey's cut score to exit is a composite score of **4.5 overall**.

Overall Score Percentages by Proficiency Level: K - 2



Grade & Tested Year	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4)	Bridging (Level 5)	Reaching (Level 6)
K: 2026	51% 28 students	13% 7 students	13% 7 students	9% 5 students	15% 8 students	0% 0 students
K: 2025	49% 34 students	23% 16 students	14% 10 students	13% 9 students	1% 1 student	0% 0 students
K: 2024	23% 17 students	22% 16 students	14% 10 students	23% 17 students	7% 5 students	0% 0 students
1: 2026	27% 19 students	34% 24 students	34% 24 students	3% 2 students	3% 2 students	0% 0 students
1: 2025	13% 9 students	25% 17 students	45% 30 students	9% 6 students	1% 1 student	1% 1 student
1: 2024	9% 6 students	22% 15 students	47% 32 students	18% 12 students	4% 3 students	0% 0 students
2: 2026	5% 3 students	10% 6 students	53% 32 students	28% 17 students	3% 2 students	0% 0 students
2: 2025	13% 8 students	19% 12 students	36% 23 students	28% 18 students	2% 1 student	2% 1 student
2: 2024	6% 3 students	19% 9 students	48% 23 students	23% 11 students	4% 2 students	0% 0 students



Note: Students may exit with a score of 4.5 and do not continue taking the assessment

Overall Score Percentages by Proficiency Level: 3 - 5



Grade & Tested Year	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4)	Bridging (Level 5)	Reaching (Level 6)
3: 2026	7% 3 students	13% 6 students	49% 22 students	27% 12 students	2% 1 student	0% 0 students
3: 2025	17% 8 students	10% 5 students	46% 22 students	25% 12 students	2% 1 student	0% 0 students
3: 2024	10% 6 students	13% 8 students	47% 28 students	27% 16 students	3% 2 students	0% 0 students
4: 2026	0% 0 students	12% 5 students	33% 14 students	36% 15 students	14% 6 student	2% 1 students
4: 2025	5% 3 students	8% 5 students	32% 19 students	41% 24 students	14% 8 students	0% 0 students
4: 2024	8% 3 students	14% 5 students	24% 9 students	46% 17 students	8% 3 students	0% 0 students
5: 2026	14% 5 students	11% 4 students	27% 10 students	49% 18 students	0% 0 students	0% 0 students
5: 2025	9% 2 students	9% 2 students	35% 8 students	48% 11 students	0% 0 students	0% 0 students
5: 2024	8% 3 students	10% 4 students	38% 15 students	31% 12 students	8% 3 students	3% 1 student



Note: Students may exit with a score of 4.5 and do not continue taking the assessment

Overall Score Percentages by Proficiency Level: 6 - 8



Grade & Tested Year	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4)	Bridging (Level 5)	Reaching (Level 6)
6: 2026	24% 4 students	0% 0 students	53% 9 students	24% 4 students	0% 0 students	0% 0 students
6: 2025	15% 4 students	8% 2 students	50% 13 students	27% 7 students	0% 0 students	0% 0 students
6: 2024	0% 0 students	27% 4 students	53% 8 students	20% 3 students	0% 0 students	0% 0 students
7: 2026	25% 6 students	17% 4 students	38% 9 students	21% 5 students	0% 0 students	0% 0 students
7: 2025	14% 3 students	36% 8 students	23% 5 students	23% 5 students	5% 1 student	0% 0 students
7: 2024	18% 4 students	14% 3 students	36% 8 students	27% 6 students	5% 1 student	0% 0 students
8: 2026	17% 5 students	31% 9 students	38% 11 students	14% 4 students	0% 0 students	0% 0 students
8: 2025	28% 7 students	20% 5 students	16% 4 students	32% 8 students	4% 1 student	0% 0 students
8: 2024	14% 3 students	18% 4 students	32% 7 students	36% 8 students	0% 0 students	0% 0 students



Note: Students may exit with a score of 4.5 and do not continue taking the assessment

Overall Score Percentages by Proficiency Level: 9 - 12



Grade & Tested Year	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4)	Bridging (Level 5)	Reaching (Level 6)
9: 2026	0% 0 students	21% 5 students	54% 13 students	21% 5 students	4% 1 student	0% 0 students
9: 2025	20% 5 students	12% 3 students	28% 7 students	40% 10 students	0% 0 students	0% 0 students
9: 2024	19% 5 students	23% 6 students	38% 10 students	8% 2 students	8% 2 students	0% 0 students
10: 2026	18% 5 students	14% 4 students	32% 9 students	29% 8 students	7% 2 students	0% 0 students
10: 2025	30% 10 students	27% 9 students	15% 5 students	15% 5 students	9% 3 students	0% 0 students
10: 2024	15% 3 students	15% 3 students	50% 10 students	20% 4 students	0% 0 students	0% 0 students
11: 2026	8% 2 students	38% 9 students	29% 7 students	25% 6 students	0% 0 students	0% 0 students
11: 2025	8% 2 students	32% 8 students	36% 9 students	20% 5 students	4% 1 student	0% 0 students
11: 2024	16% 3 students	5% 1 student	47% 9 students	26% 5 students	5% 1 student	0% 0 students
12: 2026	13% 2 students	31% 5 students	50% 8 students	6% 1 student	0% 0 students	0% 0 students
12: 2025	8% 1 student	17% 2 students	67% 8 students	8% 1 student	0% 0 students	0% 0 students
12: 2024	0% 0 students	33% 3 students	56% 5 students	11% 1 students	0% 0 students	0% 0 students

"Bubble" Data 2026



Grade	Count of Students	Percent of Grade Level	Grade	Count of Students	Percent of Grade Level
K	5	1.1%	7	3	0.9%
1	2	0.4%	8	4	0.7%
2	15	2.3%	9	3	0.5%
3	10	1.8%	10	6	1.4%
4	11	2.6%	11	5	1.2%
5	11	2.5%	12	1	0.1%
6	2	0.2%	TOTAL	78	15.8%

Students on the “bubble” have an Overall Proficiency score of 4.0 – 4.4. When students reach a score of 4.5, they may be eligible to exit our ESL program.





Notable Achievements



- Participation in the ACCESS continues to be high, about 99%.
- Approximately 14% of ESL students exited our program.
- The number of students scoring in the early part of the Expanding range (4.0 - 4.4) continues to increase: 78 in 2026, 74 in 2025, and 60 in 2024.
- Based on classroom performance, these 'bubble students' may be eligible for a mid-year exit. In the 2025-2026 school year, we had 31 students exit our ESL program mid-year, which is approximately 42% of the 'bubble students'.



Intervention Strategies



- For our Parents
 - ACCESS Information Nights are held each year to share information about the upcoming state assessment
 - ACCESS results and guidance documents are shared with families (in English and 7+ other languages) to explain the results and next steps in the program
- For our Teachers
 - Team meetings to review data and create strategic instructional plans for student growth
 - Professional development for all ESL staff in-district (i.e., Amplify CKLA Language Studio) and out of district (i.e., NJTESOL)
- For our Students
 - Targeted instruction, based on state assessment and informal data, during daily classroom instruction
 - Additional academic and social-emotional supports outside of required instruction (i.e., YELL Club, ESL Homework Club, ESL Homeroom)
- For our District
 - Continued support with staffing our growing ESL program





Questions???



Appendix

Additional information to clarify aspects of the ACCESS test.

WIDA Proficiency Levels & 'Can Do' Descriptors (Gr. K)



	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process recounts by - Pointing to pictures described orally in context (e.g., "the big dog") - Finding familiar people, places, or objects named orally (e.g., "Where's a chair?")	Process recounts by - Responding with gestures to songs, chants, or stories modeled by teachers - Matching familiar pictures, objects, or movements to oral statements (e.g., "Clap your hands.")	Process recounts by - Acting out songs, chants, stories and poems with gestures as a whole group - Following sequential language for oral directions one step at a time (e.g., "Walk to the door. Now, come to the circle.")	Process recounts by - Role playing in response to illustrated stories read aloud - Matching extended oral descriptions of content-related topics to illustrations or graphics (e.g., "The bright yellow ball is shining in the sky.")	Process recounts by - Arranging content-related objects or illustrations according to oral discourse with a partner - Making patterns from real objects or pictures based on detailed oral descriptions from a model (e.g., "Follow me. Put two blue crayons on your table. Then put two red crayons. Now put two more crayons of another color.")	Process recounts by - Identifying drawings or other visual displays from elaborate descriptions with details - Identifying detailed information in oral discourse or through multimedia
SPEAKING	Recount by - Repeating words, simple phrases or expressions from familiar stories as a whole class - Participating in group songs, chants, or poems using gestures or physical movement	Recount by - Restating some language associated with illustrated short stories or informational text (e.g., "I see." "I hear.") - Re-enacting various roles when interacting in pairs or in small groups	Recount by - Retelling main events in short narrative stories to peers using pictures - Describing attributes of familiar objects, people, and places	Recount by - Retelling familiar stories through a series of pictures - Sharing personal stories or experiences with others (e.g., in multiple languages)	Recount by - Relating school-based content and personal experiences with peers and adults - Rephrasing events from stories or information with a partner (e.g., class rules or routines)	Recount by - Retelling familiar stories, including key details with prompting and support - Describing details about characters, settings, and major events in illustrated stories with prompting and support

WIDA Proficiency Levels & 'Can Do' Descriptors (Gr. K)



	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	Process recounts by - Matching icons and symbols to corresponding pictures - Identifying labeled real-life classroom objects (<i>e.g., tables, books, door</i>)	Process recounts by - Reproducing content-related information in oral text through drawings - Acting out familiar rhymes from text read aloud or chanted in small groups	Process recounts by - Identifying familiar words in context (<i>e.g., in Big Books or wall charts</i>) in small groups - Recognizing persons and settings in illustrated text read aloud	Process recounts by - Identifying words in picture dictionaries (<i>e.g., in multiple languages</i>) - Recognizing common types of text (<i>e.g., storybooks, poems</i>) read aloud	Process recounts by - Ordering words to form short sentences from oral models (<i>e.g., using pocket charts, cards</i>) - Identifying language related to spatial relations (<i>e.g., in front of, next to, in between</i>)	Process recounts by - Identifying major events in stories with prompting and support - Identifying main ideas and details in common types of illustrated text (<i>e.g., trade books, rhymes</i>)
WRITING	Recount by - Dictating personal information scribed by adults (<i>e.g., about self and family members</i>) - Reproducing icons or environmental print related to self from models	Recount by - Reproducing symbols, numbers, and illustrated words from models in context - Drawing and labeling familiar people, objects, or events from models (<i>e.g., word walls, posters, cards</i>)	Recount by - Reproducing familiar words from labeled models or illustrations (<i>e.g., labeled dioramas</i>) - Restating facts about personal experiences shared with classmates (<i>e.g., through illustrated text</i>)	Recount by - Producing familiar words and phrases from environmental print and illustrated text - Drawing and describing different parts of stories, personal experiences, or events (<i>e.g., written conversations</i>) with a peer	Recount by - Describing everyday experiences using illustrated phrases and short sentences - Producing illustrated stories about self or family (<i>e.g., using one or more languages</i>)	Recount by - Stating information to answer modeled questions about experiences with guidance - Using new words and phrases acquired through conversations or oral reading in short illustrated sentences

WIDA Proficiency Levels & 'Can Do' Descriptors (Gr. 1)



	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process recounts by - Mimicking gestures or movement associated with oral commands - Matching key words or expressions in songs, chants, and poems to illustrations	Process recounts by - Acting out oral statements using manipulatives or real-life objects - Pointing to objects, characters or places from oral descriptions	Process recounts by - Sequencing pictures of stories read aloud (<i>e.g., beginning, middle, end</i>) - Following modeled oral instructions related to content	Process recounts by - Identifying characters, plots, and settings from oral stories - Finding details in illustrated narrative or informational text read aloud	Process recounts by - Constructing models based on instructions from extended oral discourse with a partner - Following multi-step oral directions during content-related activities	Process recounts by - Matching relevant details to main ideas presented in oral discourse - Identifying different genres through multiple readings of text by adults (<i>e.g., rhymes, stories, informational text</i>)
SPEAKING	Recount by - Repeating words, phrases and memorized chunks of language related to different topics - Answering yes or no questions about stories or experiences	Recount by - Stating content-related facts in context (<i>e.g., playing telephone</i>) - Describing characters or places in picture books	Recount by - Retelling simple stories from picture cues - Participating in dialog with peers on familiar topics	Recount by - Restating information with some details - Summarizing a series of familiar events or routines	Recount by - Presenting information on content-related topics - Sharing details about personal experiences with peers and adults	Recount by - Producing discourse appropriate to task and situation - Rehearsing content-related presentations with peers

WIDA Proficiency Levels & 'Can Do' Descriptors (Gr. 1)



	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	Process recounts by - Using pictures and illustrations to identify themes or storylines - Matching vocabulary to illustrated stories	Process recounts by - Pointing to icons, letters, or illustrated words that represent ideas - Identifying repetitive words and phrases in texts	Process recounts by - Identifying Wh-words in questions (<i>e.g., who, what, when</i>) - Recalling content-related information from illustrated texts read aloud	Process recounts by - Identifying the main topic of texts - Ordering illustrations based on sequence of events from texts read aloud	Process recounts by - Distinguishing among characters, settings, and events in narratives - Reconstructing texts read orally using drawings or re-enacting text with performances	Process recounts by - Identifying who is telling the story at various points in texts - Matching original text to paraphrased versions
WRITING	Recount by - Forming words using a variety of strategies - Answering Wh- oral questions or using icons to plan stories	Recount by - Providing information in graphic organizers - Presenting content-related information labeling visuals or graphics	Recount by - Describing feelings or reactions to personal events or situations - Recalling information from events or experiences	Recount by - Producing a series of related sentences from transition word starters (<i>e.g., first, next, last</i>) - Describing observations first-hand or from media	Recount by - Composing stories or narratives using sequential language - Editing personal narratives based on criteria for success	Recount by - Producing narratives with at least two sequential events - Producing narrative sequences from timelines and labeled drawings

WIDA Proficiency Levels & 'Can Do' Descriptors (2-3)



	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process recounts by - Showing what happens next based on familiar oral stories (<i>e.g., by pointing or drawing</i>) - Drawing or providing other visual displays of people, animals, or objects in response to oral prompts	Process recounts by - Identifying the "who," "where" and "when" of illustrated statements - Identifying main materials or resources from oral descriptions	Process recounts by - Identifying linking words or phrases related to passage of time in speech (<i>e.g., "on Monday" "the next day"</i>) - Illustrating events in response to audio recordings of stories or poems	Process recounts by - Re-enacting content-related situations or events from oral descriptions - Identifying content-related ideas from oral discourse using multi-media (<i>e.g., retracing steps of a process</i>)	Process recounts by - Identifying details of content-related topics from oral discourse - Making designs or models following oral directions and specifications (<i>e.g., maps, origami</i>)	Process recounts by - Identifying key ideas or details from texts read aloud or information presented orally - Determining the main ideas and supporting details of texts read aloud or information in diverse media and formats
SPEAKING	Recount by - Responding to questions related to stories or experiences (<i>e.g., "Who came to the door?"</i>) - Acting out and naming events or experiences throughout the school day	Recount by - Reproducing facts or statements in context - Participating in multi-media presentations based on research	Recount by - Retelling simple stories from picture cues - Stating information from personal or school-related experiences	Recount by - Sequencing events in stories with temporal transitions (<i>e.g., "After the sun set..."</i>) - Describing situations and events from school and the community	Recount by - Describing main ideas of content-related information - Asking and answering questions about information from speakers	Recount by - Providing descriptive details of content-related information or activities - Naming the steps for producing multi-media presentations with some detail

WIDA Proficiency Levels & 'Can Do' Descriptors (2-3)



	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	Process recounts by - Identifying key words and phrases in illustrated text - Signaling language associated with content-related information (<i>e.g., during preview, view, & review</i>)	Process recounts by - Identifying time-related language in context (<i>e.g., in biographies</i>) - Illustrating experiences of characters in illustrated statements	Process recounts by - Creating timelines or graphic organizers from illustrated related statements or paragraphs - Identifying temporal-related words that signal order of events (<i>e.g., "In the beginning..."</i>)	Process recounts by - Ordering a series of events based on familiar texts - Identifying main ideas and details in illustrated texts	Process recounts by - Paraphrasing narratives or informational text with support (<i>e.g., arranging paragraph strips</i>) - Highlighting relevant information in grade-level texts to produce summaries	Process recounts by - Identifying setting and character details from grade-level text - Determining the central messages, lessons, or morals of fables and folktales from diverse cultures
WRITING	Recount by - Labeling images that illustrate the steps for different processes (<i>e.g., writing workshop</i>) - Creating visual representations of ideas or stories	Recount by - Listing ideas using graphic organizers - Describing visual information	Recount by - Retelling past experiences - Expressing ideas in various genres (<i>e.g., poetry, interactive journals</i>)	Recount by - Describing a series of events or procedures - Creating stories with details about characters and events	Recount by - Describing the sequence of content-related ideas - Providing details and examples about narratives	Recount by - Signaling order of events using temporal words and phrases - Relating real or imagined experiences or events

WIDA Proficiency Levels & 'Can Do' Descriptors (4-5)



	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process recounts by - Matching oral words and phrases to content-related pictures or objects - Identifying the topic in oral statements	Process recounts by - Classifying time-related language in oral statements (<i>e.g., present, past, future</i>) - Connecting the context of narratives (<i>e.g., the who, what, when, & where</i>) to illustrations	Process recounts by - Identifying the beginning, middle and end in oral retelling of a text - Following tasks and directions retold by peers	Process recounts by - Sequencing events or steps based on oral reading of informational text - Recognizing the language of related genres (<i>e.g., news reports, historical accounts</i>)	Process recounts by - Identifying related information from multiple sources presented orally - Recognizing the key historical, scientific or technical language used in a mini-lecture	Process recounts by - Identifying the overall structure (<i>e.g., chronology</i>) of events, ideas, concepts, or information in oral presentations - Differentiating similarities and differences of information presented through multimedia and written text
SPEAKING	Recount by - Stating key words and phrases associated with the content using visual or graphic support - Communicating personal experiences orally	Recount by - Retelling short stories or content-related events - Stating procedural steps across content areas	Recount by - Presenting detailed content-related information that has been rehearsed - Stating main ideas in classroom conversations on social and academic topics	Recount by - Giving content-related oral reports - Sequencing steps to solve a problem	Recount by - Conveying personal and content-related experiences in a team - Using technical and specific vocabulary when sharing content information	Recount by - Summarizing discussions on content-related topics - Expanding on topics with descriptive details using varied vocabulary

WIDA Proficiency Levels & 'Can Do' Descriptors (4-5)



	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	Process recounts by - Identifying words in context during oral reading of illustrated text on familiar topics or experiences - Highlighting previewed or familiar phrases	Process recounts by - Classifying time-related language in text as present or past - Identifying the "who," "what," "where," and "when" in narrative text with a partner	Process recounts by - Sequencing events in stories or content-related processes - Identifying main ideas in narrative and informational text	Process recounts by - Connecting details to main ideas or themes - Identifying conclusions in multi-paragraph text	Process recounts by - Becoming familiar with the language of related genres (<i>e.g., news reports, historical accounts</i>) - Summarizing information from multiple related sources	Process recounts by - Identifying the overall structure (<i>e.g., chronology</i>) of events, ideas, concepts, or information in text - Highlighting events or procedures that happened in historical, scientific, or technical text
WRITING	Recount by - Communicating personal experiences through drawings and words - Reproducing a series of events through illustrated text	Recount by - Listing procedural steps across content areas - Listing positive and negative effects of events in informational or narrative text	Recount by - Using key words and phrases reflective of main ideas - Conveying details using concrete words and phrases	Recount by - Relating a sequence of events using a variety of transitional words, phrases, and clauses - Synthesizing information across related texts (<i>e.g., author study</i>)	Recount by - Producing content-related reports - Creating narratives that connect personal experiences and content	Recount by - Summarizing content-related information - Using narrative themes to extend the storyline

WIDA Proficiency Levels & 'Can Do' Descriptors (6-8)



	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process recounts by - Identifying familiar objects or places from oral statements - Pointing to objects, people, or places based on short oral descriptions	Process recounts by - Sequencing labeled visuals per oral directions - Identifying settings or time frames in narrative or informational scenarios read aloud	Process recounts by - Matching main ideas of familiar text read aloud to visuals - Stating the next event in a series based on clues from narrative or informational oral texts	Process recounts by - Identifying main ideas and details in oral discourse - Evaluating oral presentations of peers based on criteria for success	Process recounts by - Categorizing details of content-related main ideas seen and heard in videos or other technologies - Sequencing a series of illustrated events from oral passages (e.g., <i>historical recaps</i>)	Process recounts by - Identifying key ideas expressed orally - Identifying new information expressed by others
SPEAKING	Recount by - Answering select Wh-questions - Naming and briefly describing past community or school events using visual support (e.g., <i>posters, photographs</i>)	Recount by - Stating main ideas or points of classroom conversations - Restating details of content-related topics (in home language and English) in small groups	Recount by - Relating a series of events by expressing time in multiple tenses - Connecting ideas in content-related discourse using transitions	Recount by - Paraphrasing and summarizing content-related ideas presented orally - Connecting ideas with supporting details in a variety of oral venues	Recount by - Producing oral multimedia, content-related reports based on research from multiple sources - Tracing the evolution of literary characters, themes, and plots from different venues (e.g., <i>digital text or video</i>)	Recount by - Restating new information expressed by others in extended speech - Posing questions that elicit elaboration and responding to others' questions and comments

WIDA Proficiency Levels & 'Can Do' Descriptors (6-8)



	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	Process recounts by - Identifying responses to Wh-questions in charts or illustrated text - Identifying icons in graphs, charts, and environmental print related to familiar topics	Process recounts by - Sequencing illustrated text of narrative or informational events - Locating main ideas in a series of simple sentences	Process recounts by - Identifying topic sentences, main ideas, and details in paragraphs - Connecting people to actions based on oral descriptions with details	Process recounts by - Ordering paragraphs in narrative and informational text - Identifying summaries of passages in a variety of genres	Process recounts by - Sequencing main ideas, events, and conclusions in narrative and informational text - Matching details of content-related topics to main ideas	Process recounts by - Identifying a central idea of a text and how it is conveyed through particular details; summarizing text absent personal opinions or judgments - Evaluating how a central event is introduced, illustrated, and elaborated in text (<i>e.g., through examples or anecdotes</i>)
WRITING	Recount by - Producing labeled illustrations of conclusions reached in problem-solving with a partner - Reproducing words and phrases related to topics (<i>e.g., including cognates</i>)	Recount by - Completing sentences using word banks - Producing statements related to main ideas on familiar topics in home language and English	Recount by - Producing short paragraphs with main ideas and some details - Composing dialogues or blogs based on personal experiences	Recount by - Producing content-related reports - Reproducing a sequence of events or experiences using transitional words	Recount by - Producing research reports using multiple sources - Summarizing conclusions reached from steps in problem-solving or conducting experiments	Recount by - Providing a concluding statement or section that follows from and supports the information presented - Conveying sequence, signaling shifts from one time frame to another, and showing the relationships among experiences and events

WIDA Proficiency Levels & 'Can Do' Descriptors (9-12)



	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process recounts by - Matching everyday oral content-related words and phrases to pictures, diagrams, or photographs - Selecting resources, places, products, or figures from oral statements and	Process recounts by - Matching oral descriptions of characters or main events in content-related topics - Following modeled oral commands	Process recounts by - Identifying main ideas from short content-related oral presentations - Classifying examples of genres read aloud (<i>e.g., types of narration</i>)	Process recounts by - Following the steps of content-related tasks or assignments given orally - Identifying details from oral discussions (<i>e.g., when, who, where, what, and why</i>)	Process recounts by - Reconstructing past experiences or series of events based on oral discourse - Recognizing nuanced meanings of words and phrases in extended oral discourse	Process recounts by - Categorizing perspectives of multiple speakers - Identifying important information on specific events and concepts from lectures and presentations
SPEAKING	Recount by - Naming and briefly describing content topics using visual support (<i>e.g., posters, diagrams, pictures</i>) - Answering select yes/no or Wh-questions	Recount by - Restating information using content-specific terms - Providing examples of content-related information previously studied	Recount by - Posing and responding to questions in small group discussions - Describing the sequence of processes, cycles, procedures, or events with details	Recount by - Presenting factual information on content-related topics to the class - Paraphrasing and summarizing content-related ideas in large and small groups	Recount by - Engaging in extended discussion of effects, impacts, or events related to content topics - Giving multimedia oral presentations on content-related material learned from various sources	Recount by - Adjusting presentation style, degree of formality, word choice, tone, and information to the context and audience - Presenting information that follows discipline-specific organization (<i>e.g., orientation to topic, sequence of events, conclusion</i>)

WIDA Proficiency Levels & 'Can Do' Descriptors (9-12)



	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	Process recounts by - Matching key content-related terms and ideas to images, graphs, icons, or diagrams - Sequencing illustrated text of narrative or informational events	Process recounts by - Identifying patterns specific to narrative or informational text (<i>e.g., orientation, presentation of events, conclusion</i>) - Locating main ideas in a series of related sentences	Process recounts by - Recognizing lexical chains that show how characters and ideas are labeled across the text - Identifying detailed descriptions, procedures, and information in paragraphs	Process recounts by - Identifying how the authors make language choices and adjusts for audience and purpose - Reflecting on various accounts of a subject told in different media (<i>e.g., print and multimedia</i>)	Process recounts by - Identifying how text structure supports comprehension and retrieval of information and details - Identifying the central idea or theme and how it is supported by clear descriptions and extended details	Process recounts by - Analyzing and comparing how authors use language for specific purposes and audiences - Identifying how authors develop and maintain cohesion by connecting ideas or events in extended texts
WRITING	Recount by - Listing content words or phrases that relate to the topic - Including images, diagrams, and charts to add details to the topic	Recount by - Following patterns specific to narrative or informational text (<i>e.g., orientation, presentation of events, conclusion</i>) - Sequencing narratives or informational text using linking words and phrases	Recount by - Summarizing content-related material - Including important information and related details	Recount by - Creating narrative or informational extended text of past events or experiences (<i>e.g., lab reports, current events</i>) - Connecting main points, events, and central ideas to conclusions	Recount by - Sequencing using language that creates coherence - Organizing information according to content-specific expectations	Recount by - Summarizing content-related notes from lectures or readings - Producing research reports using multiple sources of information

WIDA Speaking Scoring Rubric (Grades 1 – 12)



WIDA Speaking Scoring Rubric Grades 1–12

Use this rubric to score speaking responses for **WIDA ACCESS** only.

To score **WIDA Screener** and the **WIDA ACCESS Braille Speaking** test, refer to the WIDA Speaking Scoring Scale Grades 1-12.

Score point	Response characteristics
Exemplary use of oral language to provide an elaborated response	• Language use comparable to or going beyond the model in sophistication • Clear, automatic, and fluent delivery • Precise and appropriate word choice
Strong use of oral language to provide a detailed response	• Language use approaching that of model in sophistication, though not as rich • Clear delivery • Appropriate word choice
Adequate use of oral language to provide a satisfactory response	• Language use not as sophisticated as that of model • Generally comprehensible use of oral language • Adequate word choice
Attempted use of oral language to provide a response in English	• Language use does not support an adequate response • Comprehensibility may be compromised • Word choice may not be fully adequate
No response (in English)	• Does not respond (in English)

WIDA Writing Scoring Rubric (Grades 1 – 12)



WIDA Writing Scoring Rubric Grades 1–12

Use this rubric to score writing responses for **WIDA ACCESS** tests only.

To score **WIDA Screener**, refer to the WIDA Writing Scoring Scale Grades 1-12. The score points described below are **not** equivalent to WIDA English language proficiency levels.

Score point	Descriptors
7	Ideas are coherently organized, using language that connects ideas together smoothly throughout the response achieving a clear flow of text. Response clearly demonstrates features of the intended key language use (Narrate, Inform, Explain, Argue) and content area. Response contains a wide variety of sentence structures whose meaning is always clear. Response demonstrates control of complex sentence structures, though sentences may not always be error-free. Response uses a wide variety of words and phrases appropriately and precisely, with choices that are relevant to the task context.
6	Ideas are well organized and elaborated, using a variety of connectors to create some cohesion. Response demonstrates some features of the intended key language use (Narrate, Inform, Explain, Argue). Response contains a variety of sentence structures with consistently clear meaning, though occasional errors may be present. Response uses a variety of words and phrases with some precision that are usually appropriate to the task context.
5	Response has a clear organizational pattern with some elaboration. Response uses connectors that join ideas together and these are usually used appropriately. Response contains some compound or complex sentence structures with generally clear meaning, though they may include some errors. Response uses a range of words and phrases that are generally appropriate and show emerging precision, including some words and phrases related to the task context.

Score point	Descriptors
4	Response uses connectors and may have some evidence of an organizational pattern, though longer responses in particular may lack coherence. Response contains some compound or complex sentences, though errors may obscure meaning. Response uses a range of words and phrases from beyond the stimulus that generally convey the intended meaning.
3	Response shows connected text, which may include some simple connectors (e.g., and, then, but), though they may be used repetitively and may not always be used accurately. Response contains some complete sentences, though frequent errors may obscure meaning. Response uses some original words and phrases, in addition to language drawn from the stimulus.
2	Response includes at least one clear, complete sentence, but does not include connected text. Response uses a small number of original words and phrases, in addition to language drawn from the stimulus.
1	Response includes at least one recognizable word in English, and may contain attempts at phrases or sentences, but does not include any clear, complete sentences.
0	Response contains no discernible words in English, though it may contain letters or scribbles. [I] Response consists only of text that is completely off-task and shows no understanding of or interaction with the prompt. [T] Response is entirely in a language other than English. [F] Response consists only of verbatim copied text with no reformulation or adaptation, though it may contain copying errors. [C] Response is entirely blank. [B] Response is partially or entirely plagiarized (copied or adapted) from an external source. [K]

