



DENVER
PUBLIC
SCHOOLS

Multilingual
Education

ACCESS Testing

Bear Valley Middle School

Outcome:

To learn more about the
ACCESS test and understand
your students score



What is ACCESS?



 **WIDA**TM
ACCESS for ELLs



Who takes the ACCESS test?



All Identified
Multilingual
Learners in
Grades K-12

What does the ACCESS test Measure?

Listening



Reading



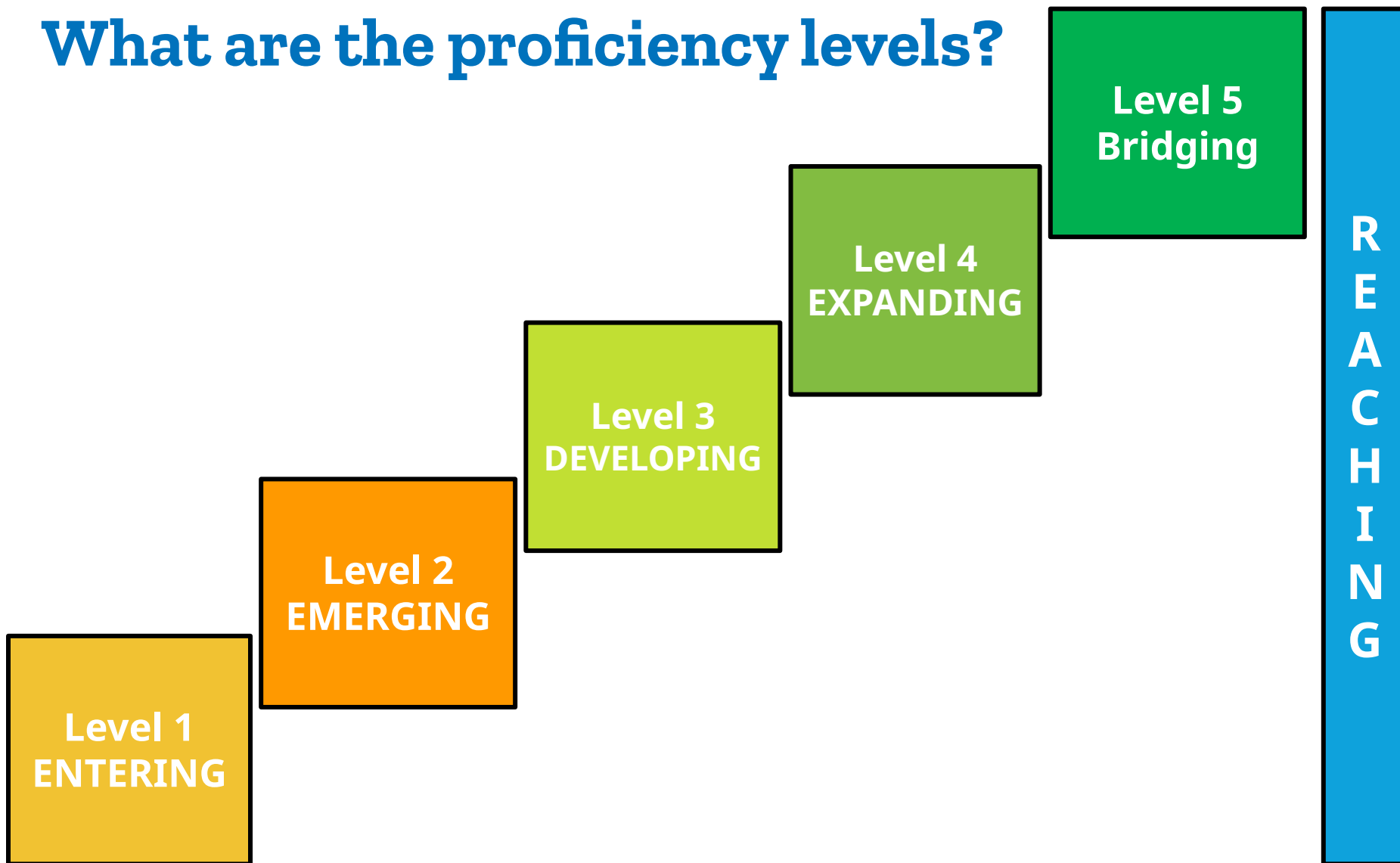
Writing



Speaking



What are the proficiency levels?

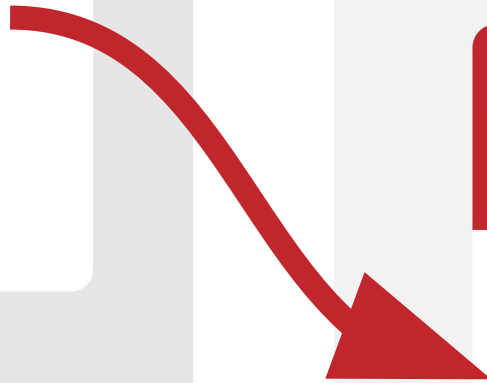


CDE - 6 years to Overall Level 4

| 1 Year | 2 Years | 3 Years | Maintain |
|--------------------|--------------------|--------------------|--------------|
| Overall 1.0-1.9 | Overall 2.0-2.9 | Overall 3.0-3.9 | Overall 4.0+ |

MLLs must keep up with the language trajectory in order to be considered “on track”

When are students tested?



When do we see the results?

MAY

**ACCESS
Results**

SEPTEMBER

**Growth
Report**

The Individual Student Report

Student Demographics



ACCESS for ELLs[®]
English Language Proficiency Test

Yang, Isabella
Birth Date: | Grade: 04
Tier: A
District ID: WS99999 | State ID: 13118248
School: Training Reports School
District: WIDA Use Only - Sample District
State: WS

Individual Student Report 2025

This report provides information about the student's scores on the ACCESS for ELLs 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.

Domains Scores

| Language Domain | Proficiency Level (Possible 1.0-6.0) | | Scale Score (Possible 100-600) and Confidence Band <small>See Interpretive Guide for Score Reports for definitions</small> | |
|--|---|---|---|-----|
| | 1 | 2 | 100 | 200 |
| Listening | 2.2 | | | 285 |
| Speaking | 2.5 | | | 271 |
| Reading | 2.9 | | | 334 |
| Writing | 4.7 | | | 389 |
| Oral Language <small>50% Listening + 50% Speaking</small> | 2.3 | | | 277 |
| Literacy <small>50% Reading + 50% Writing</small> | 4.3 | | | 362 |
| Comprehension <small>70% Reading + 30% Listening</small> | 2.7 | | | 319 |
| Overall* <small>35% Reading + 35% Writing + 15% Listening + 15% Speaking</small> | 3.6 | | | 335 |

Composite Scores

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

Proficiency Level Descriptors

| 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 | 2 | communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: <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 |
| Reading | 2 | understand written language related to specific familiar topics in school and can participate in class discussions, for example: <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 |
| Writing | 4 | communicate in writing in English using language related to specific topics in school, for example: <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 |

What does the test look like?



WIDA ACCESS for Kindergarten



WIDA ACCESS Online



WIDA ACCESS Paper



WIDA Alternate ACCESS

Support Your Student For Testing



Motivate your student to do their best



Remind your student this is not a pass/fail exam



Speak with your student in their native language



Practice English on a daily basis

Tips before testing



Get clothes and supplies ready the night before



Eat a good breakfast



Get a good night sleep



Attend school and reschedule appointments

Free Online Resources for Learning

Starfall – A fun, interactive site with phonics-based reading activities for Pre K to 2nd grade.

www.starfall.com

ABCya – Educational games covering literacy skills for Pre-K to 6th grade.

www.abcya.com

Storyline Online – Celebrities read picture books aloud with engaging animations, best for Pre-K to 4th grade

www.storylineonline.net

Unite for Literacy – A collection of free digital books with narration options in multiple languages, great for Pre-K to 3rd grade.

www.uniteforliteracy.com

PBS Kids – Interactive stories and literacy games best for Pre-K to 3rd.

pbskids.org

Oxford Owl – Free eBooks and phonics resources for Pre-K to 6th grade

www.oxfordowl.co.uk

Funbrain – A mix of books, games, and literacy activities for K-8 students.

www.funbrain.com

Youtube- Ms. Rachel videos are designed to teach proper speech, vocabulary, and pronunciation to babies- 1st grade.

<http://www.youtube.com/@msrachel>

WIDA Web Based Practice Tests - <https://wbte.drctdirect.com/WIDA/portals/wida>



Multilingual Learners

Understanding WIDA/ ACCESS Scores

May

2026

WIDA Expressive Language Chart for Grades 6–8

As multilingual learners work toward the end of a proficiency level, they can **consistently** . . .

| Proficiency Level Grades 6–8 Expressive | Discourse Organization, Cohesion, and Density of Language by Key Language Uses | Sentence Grammatical Complexity of Language by Key Language Uses | Word/Phrase Precision of Language by Key Language Uses |
|---|--|--|--|
| Level 6 | Express coherent, cohesive ideas by adapting organizational patterns to enhance clarity, logical flow, and audience engagement | Convey meaning using a variety of sentence types , showing increasing control over logical relationships | Communicate using precise choices, adding shades of meaning and figurative language to shape meaning and effect |
| End of Level 5 | Express ideas, strengthening cohesion in organizational patterns using given/new information, whole/part relationships, and paragraph openers | Convey meaning using compound and complex sentences, with deliberate clause variation | Communicate using modal verbs, hedging, and evaluative expressions to express opinions, possibility, and necessity |
| End of Level 4 | Express ideas, improving cohesion of organizational patterns across and within texts by applying substitution, ellipsis, and parallelism | Convey meaning using compound and complex sentences , refining control over different sentence structures | Communicate using abstract nouns and adverbials to add clarity about when, how, and where |
| End of Level 3 | Express ideas, building logical connections within organizational patterns using synonyms and parallel expressions | Convey meaning using simple and compound sentences , showing initial attempts at sentence variation | Communicate using collocations and idiomatic expressions to make language sound natural and contextually appropriate |
| End of Level 2 | Express ideas using basic organizational patterns , connecting ideas with demonstratives, pronouns, and conjunctions | Convey meaning using simple sentences, occasionally adding dependent clauses | Communicate using technical language to convey complex concepts in specialized contexts |
| End of Level 1 | Express ideas using sequencing, repetition, and transitions for logical flow | Convey meaning primarily through simple sentences with emerging variation in sentence structure | Communicate using multiple-meaning words to demonstrate flexible word use across contexts |

Planning Questions for Instruction and Classroom Assessment

- What can the student do with language?
- What are the connections to the student's social, cultural, and multilingual strengths and interests?
- What concrete feedback will move the student forward?
- What scaffolding and modalities will increase the student's engagement?

WIDA Interpretive Language Chart for Grades 6–8

As multilingual learners work toward the end of a proficiency level, they can **consistently** . . .

| Proficiency Level Grades 6–8 Interpretive | Discourse Organization, Cohesion, and Density of Language by Key Language Uses | Sentence Grammatical Complexity of Language by Key Language Uses | Word/Phrase Precision of Language by Key Language Uses |
|---|--|--|--|
| Level 6 | Analyze cohesion of ideas, evaluating how organizational patterns link ideas related to events, descriptions, and relationships through noun groups | Comprehend meaning in a variety of sentence types , recognizing logical relationships | Understand precise choices using shades of meaning and figurative language to shape meaning and effect |
| End of Level 5 | Analyze organizational patterns in ideas, determining how meaning is condensed through compact noun groups (nominalization) | Comprehend meaning in compound and complex sentences, recognizing a variety of ways to combine clauses | Understand choices using modal verbs, hedging, and evaluative expressions to express opinions, possibility, and necessity |
| End of Level 4 | Analyze cohesion of ideas across and within texts , examining how noun groups with contextual details add meaning | Comprehend meaning in compound and complex sentences recognizing different sentence structures | Understand choices around use of abstract nouns and adverbials to add clarity about when, how, and where |
| End of Level 3 | Analyze connections between ideas, examining how noun groups with clauses expand meaning | Comprehend meaning in simple and compound sentences , recognizing sentence variation | Understand collocations and idiomatic expressions to make language sound natural and contextually appropriate |
| End of Level 2 | Identify basic organizational patterns in ideas, examining how noun groups with prepositional phrases and extended modifiers enhance meaning | Comprehend meaning in simple sentences , recognizing how dependent clauses enhance logical relationships | Understand technical language to support comprehension of complex concepts in specialized contexts |
| End of Level 1 | Identify sequences of ideas, examining how noun groups with adjectives refine meaning | Comprehend meaning in simple sentences , recognizing basic syntactic variations | Understand multiple meanings , demonstrating flexible word use across contexts |

Planning Questions for Instruction and Classroom Assessment

- What can the student do with language?
- What are the connections to the student's social, cultural, and multilingual strengths and interests?
- What concrete feedback will move the student forward?
- What scaffolding and modalities will increase the student's engagement?