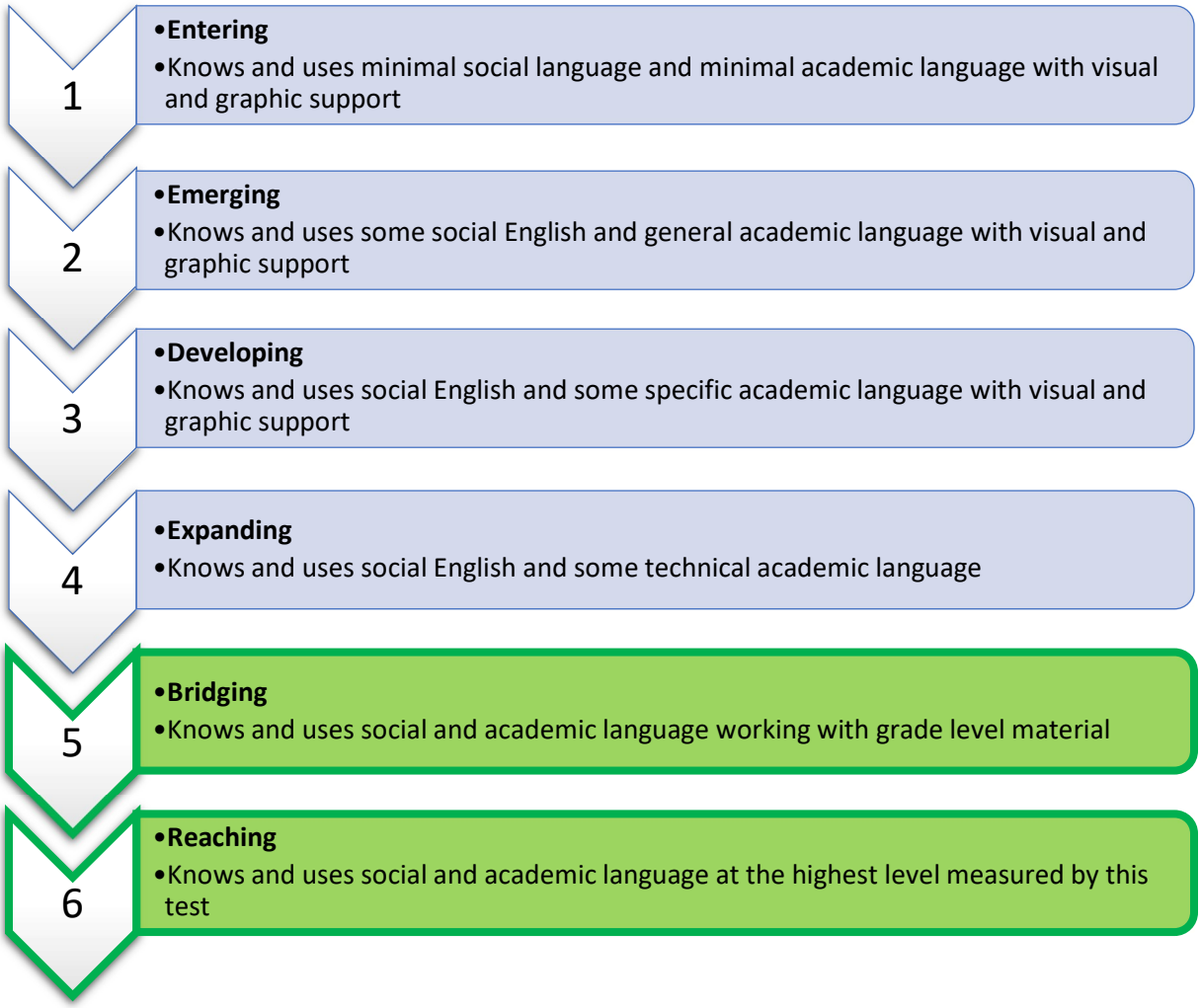
ACCESS & Alternate ACCESS

Proficiency Levels and Proficiency Level Descriptors

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

ACCESS Proficiency Levels



ACCESS Overall Composite Score Ranges

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

LISTENING

Level	Students at this level generally can…
6	…understand oral language in English and participate in all academic classes, for example: • 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: • 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: • 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: • 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
2	…understand oral language related to specific familiar topics in school and can participate in class discussions, for example: • 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: • 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

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SPEAKING

Level	Students at this level generally can…
6	…use English to communicate orally and participate in all academic classes, for example: • 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: • 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: • Compare stories, issues, and concepts • Paraphrase and summarize information • State ideas to show how or why with examples • Give opinions supported by detailed reasons
3	…communicate ideas and details orally in English using several connected sentences and can participate in short conversations and discussions in school, for example: • Relate stories or events • Share ideas and provide details • Describe processes or procedures • Give opinions with reasons
2	…communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: • Share about what, when, or where something happened • Compare objects, people, pictures, and events • Describe steps in cycles or processes • Express opinions
1	…communicate orally in English using gestures and language that may contain a few words, for example: • 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

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READING

Level	Students at this level generally can…
6	…understand written language in English from all academic classes, for example: • 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 • Recognize different ideas, claims, and evidence about a variety of issues
5	…understand written language in English from all academic classes, for example: • 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	…understand written language related to specific topics in school, for example: • 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	…understand written language related to common topics in school and can participate in class discussions, for example: • 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	…understand written language related to specific familiar topics in school and can participate in class discussions, for example: • 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
1	…understand written texts that include visuals and may contain a few words or phrases in English, for example: • 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

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WRITING

Level	Students at this level generally can…
6	…communicate in writing in English using language from all academic classes, for example: • 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	…communicate in writing using language from all academic classes, for example: • 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	…communicate in writing in English using language related to specific topics in school, for example: • 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	…communicate in writing in English using language related to common topics in school, for example: • 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
2	…communicate in writing in English using language related to familiar topics in school, for example: • 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	…communicate in writing using visuals and symbols that may contain few words in English, for example: • 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

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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

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READING

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

WRITING

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

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

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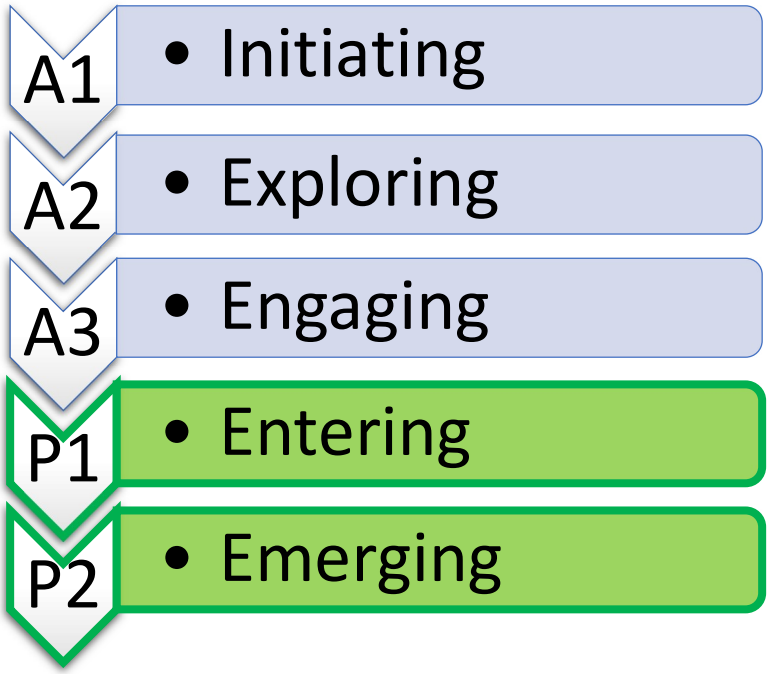
Alternate ACCESS Proficiency Levels



Alternate ACCESS Overall Composite Score Ranges

Grades	Level A1: Initiating	Level A2: Exploring	Level A3: Engaging	Level P1: Entering	Level P2: Emerging
1-12	910-923	924-930	931-937	938-943	944-960

At each grade level, toward the end of a given alternate level of English language proficiency, and with instructional support…

Level	English language learners with significant cognitive disabilities will produce:	English language learners with significant cognitive disabilities will process:
P3 Developing	• Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas • Repetitive grammatical structures with occasional variation • Sentence patterns across content areas • Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple ideas	Students may score up to alternate proficiency level P3 in the domain of Writing. The domains of Listening, Speaking, and Reading do not include test items targeting alternate proficiency level P3 and above; therefore, students taking this test cannot demonstrate English language at alternate proficiency level P3 and higher in those domains.
P2 Emerging	• General content words and expressions across content areas • Social and instructional words and expressions across content areas • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas • Phrases or short sentences • Emerging expression of ideas	• General content words and expressions, including cognates • Social and instructional words and expressions across content areas • Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas • Multiple related simple statements • An idea with details
P1 Entering	• General content-related words • Everyday social and instructional words and expressions • Phrase-level grammatical structures • Phrasal patterns associated with common social and instructional situations • Words, phrases, or chunks of language • Single words used to represent ideas	• General content-related words • Social and instructional words and expressions • Simple grammatical constructions • Common social and instructional forms and patterns • Single statements or questions • An idea within words, phrases, or chunks of language

…within sociocultural contexts for language use.

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At each grade level, toward the end of a given alternate level of English language proficiency, and with instructional support…

Level	English language learners with significant cognitive disabilities will produce:	English language learners with significant cognitive disabilities will process:
A3 Engaging	• Familiar words associated with daily routine • Representations of sounds, words, or ideas withdrawing symbols, letters, or numbers • Routinely practiced patterns associated with common social and instructional situations • Oral approximations of words or phrases • Symbols or letters to represent ideas	• Symbols, letters, and/or numbers • Spoken social and instructional words and familiar expressions • Routinely practiced social and instructional forms and patterns • Familiar statements or questions associated with daily routine • An idea within visual representations or familiar language
A2 Exploring	• Different sounds and gestures to communicate • Markings or symbols to communicate (e.g., with writing utensil or assistive device) • Approximations of routinely practiced words • Varied tone and inflection to convey needs, desires, or moods (to convey adherence to social norms)	• Routinely practiced oral cues • Familiar visual representations associated with daily routines • Environmental symbols and shapes • Spoken words associated with familiar people, daily routine, and/or environment
A1 Initiating	• Imitations of sounds • Varied body movements to communicate (e.g., eye gaze, grasp writing utensil)	• Familiar voices and communicative sounds • Change in expression (e.g., facial, body, vocal)

…within sociocultural contexts for language use.

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