

# 2025 Individual Student Report for Families

This is MARIA's Individual Score Report on the WIDA Alternate ACCESS English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure MARIA's progress in learning English. Scores are reported as Alternate English Language Proficiency Levels.

## What are Alternate English Language Proficiency Levels?

Alternate English language proficiency levels describe how multilingual learners with significant cognitive disabilities use and understand English language and communication. Each proficiency level builds upon the previous level.

Descriptions about each of these levels are called alternate proficiency level descriptors and help parents and teachers understand language development at various levels in Listening, Speaking, Reading, and Writing.

MARIA's Individual Domain Score		Alternate English Language Proficiency Levels (PL)				
		1 Entering	2 Emerging	3 Developing	4 Expanding	5 Bridging
Listening	1					
Speaking	3					
Reading	1					
Writing	3					
MARIA's Overall Proficiency Level*	2					

\*Overall score, as shown, in the last row in the table above, is calculated only when all four domains have been assessed.

NA: Not available

Students with MARIA's **Overall Proficiency Level of 2**, typically can:

- ✓ Understand simple words spoken in English
- ✓ Read or decode multiple elements or short phrases
- ✓ Communicate chunks of language or phrases (at least two)
- ✓ Write a single word

## How will these results be used?

WIDA Alternate ACCESS scores have many potential uses. Test scores should be just one element in the decision-making process to:

- Monitor student progress annually (using scores from two or more years) – scores from the first year taking WIDA Alternate ACCESS can establish a baseline to track future growth.
- Guide Individualized Education Plan (IEP) teams in determining English language acquisition supports.
- Inform classroom instruction and assessment.
- Aid in programmatic decision making.

## How can I use this information to help my child?

Many students use different language and communication strategies in school that can also be used at home. Talk to MARIA's teacher for additional ways to help MARIA. Below are some questions you can ask:

- What are my child's communication learning goals in school?
- What are my child's language learning goals in school?
- How can I help my child use their communication device at home to support their communication in English and their home language?
- What can I do at home to help my child with their homework?

Parents and caregivers can help their child progress in their English language proficiency. Everyday activities such as reading, storytelling, playing games, singing, and even watching TV can help promote English language, literacy and oral development. Focus on topics MARIA is interested in!

## Where can I get more information?

Further explanations for each of the alternate proficiency level descriptors can be found at:

[wida.wisc.edu/resources/alternate-proficiency-level-descriptors](http://wida.wisc.edu/resources/alternate-proficiency-level-descriptors).