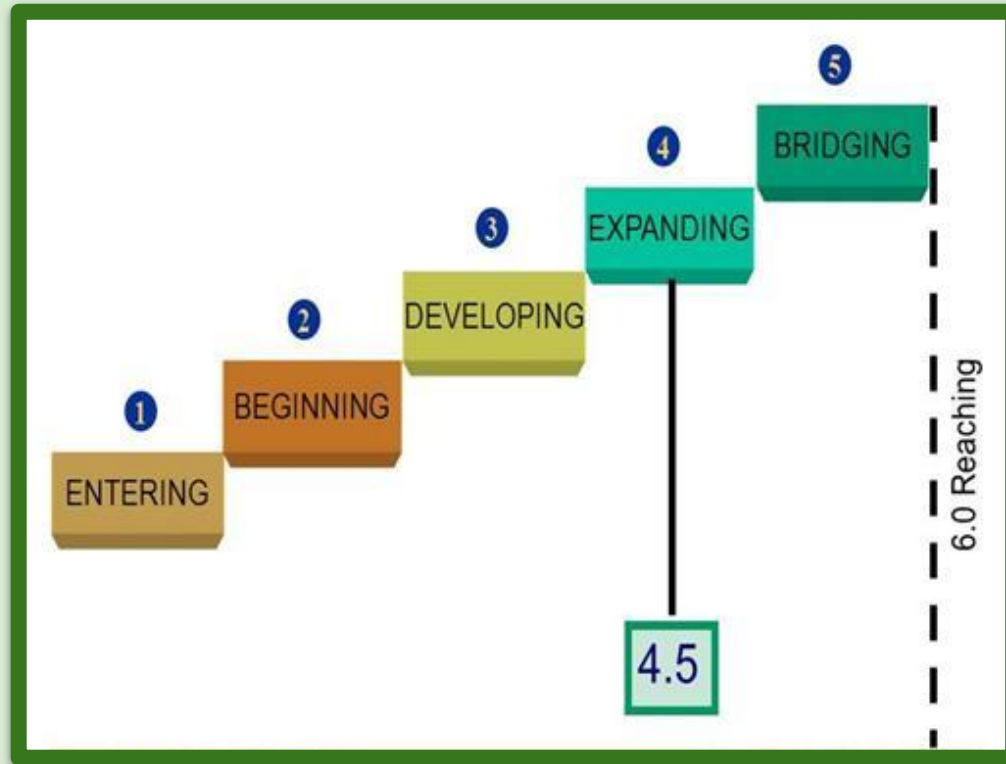


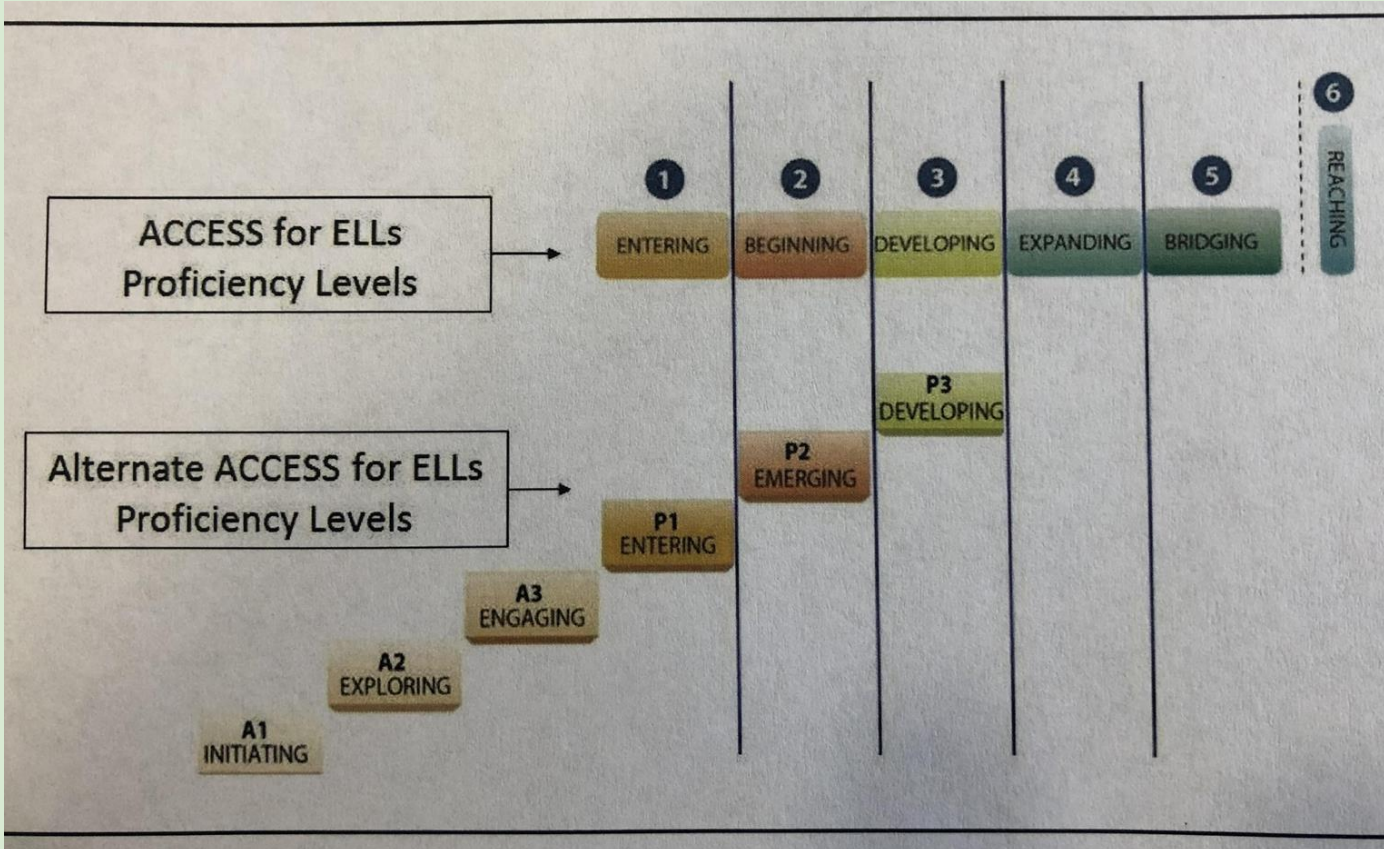


# WIDA PROFICIENCY LEVELS



Per the state of New Jersey Department of Education, students must achieve a proficiency level of at least 4.5 to exit our English as a Second Language (ESL) Program.

# ALTERNATE ACCESS PROFICIENCY LEVELS



Qualifying students with disabilities can take an Alternate ACCESS test and exit our ESL program with a score of P1-Entering.

# KINDERGARTEN FREQUENCY REPORT

Proficiency Level	Overall Score	
	# of Students at Level	% of Total Tested
1- Entering	19	68%
2- Emerging	6	21%
3- Developing	2	7%
4- Expanding	1	4%
5- Bridging	0	0%
6- Reaching	0	0%
		<b>Total Tested: 28</b>

# 1ST GRADE FREQUENCY REPORT

Proficiency Level	Overall Score	
	# of Students at Level	% of Total Tested
1- Entering	2	11%
2- Emerging	11	61%
3- Developing	5	28%
4- Expanding	0	0%
5- Bridging	0	0%
6- Reaching	0	0%
		<b>Total Tested: 18</b>

# 2ND GRADE FREQUENCY REPORT

Proficiency Level	Overall Score	
	# of Students at Level	% of Total Tested
1- Entering	2	13%
2- Emerging	7	47%
3- Developing	5	33%
4- Expanding	1	0%
5- Bridging	0	0%
6- Reaching	0	0%
		<b>Total Tested:15</b>

# 3RD GRADE FREQUENCY REPORT

Proficiency Level	Overall Score	
	# of Students at Level	% of Total Tested
1- Entering	1	13%
2- Emerging	0	0%
3- Developing	7	88%
4- Expanding	20	0%
5- Bridging	0	0%
6- Reaching	0	0%
		<b>Total Tested:8</b>

# 4TH GRADE FREQUENCY REPORT

Proficiency Level	Overall Score	
	# of Students at Level	% of Total Tested
1- Entering	1	11%
2- Emerging	2	22%
3- Developing	3	33%
4- Expanding	3	33%
5- Bridging	0	0%
6- Reaching	0	0%
		<b>Total Tested: 9</b>



# 5TH GRADE FREQUENCY REPORT

Proficiency Level	Overall Score	
	# of Students at Level	% of Total Tested
1- Entering	4	36%
2- Emerging	3	27%
3- Developing	2	18%
4- Expanding	2	18%
5- Bridging	0	0%
6- Reaching	0	0%
		<b>Total Tested: 11</b>

# 6TH GRADE FREQUENCY REPORT

Proficiency Level	Overall Score	
	# of Students at Level	% of Total Tested
1- Entering	2	20%
2- Emerging	2	20%
3- Developing	6	60%
4- Expanding	0	0%
5- Bridging	0	0%
6- Reaching	0	0%
		<b>Total Tested:10</b>

# 7TH GRADE FREQUENCY REPORT

Proficiency Level	Overall Score	
	# of Students at Level	% of Total Tested
1- Entering	1	17%
2- Emerging	2	33%
3- Developing	1	17%
4- Expanding	2	33%
5- Bridging	0	0%
6- Reaching	0	0%
		<b>Total Tested:6</b>

# 8TH GRADE FREQUENCY REPORT

Proficiency Level	Overall Score	
	# of Students at Level	% of Total Tested
1- Entering	1	13%
2- Emerging	2	25%
3- Developing	3	38%
4- Expanding	2	25%
5- Bridging	0	0%
6- Reaching	0	0%
		<b>Total Tested:8</b>

# 9TH GRADE FREQUENCY REPORT

Proficiency Level	Overall Score	
	# of Students at Level	% of Total Tested
1- Entering	2	23%
2- Emerging	3	15%
3- Developing	6	54%
4- Expanding	1	0%
5- Bridging	0	8%
6- Reaching	1	0%
		<b>Total Tested:13</b>

# 10TH GRADE FREQUENCY REPORT

Proficiency Level	Overall Score	
	# of Students at Level	% of Total Tested
1- Entering	2	40%
2- Emerging	0	0%
3- Developing	3	60%
4- Expanding	0	0%
5- Bridging	0	0%
6- Reaching	0	0%
<b>Total Tested:5</b>		

# 11TH GRADE FREQUENCY REPORT

Proficiency Level	Overall Score	
	# of Students at Level	% of Total Tested
1- Entering	4	67%
2- Emerging	1	17%
3- Developing	1	17%
4- Expanding	0	0%
5- Bridging	0	0%
6- Reaching	0	0%
		<b>Total Tested:6</b>

# 12TH GRADE FREQUENCY REPORT

Proficiency Level	Overall Score	
	# of Students at Level	% of Total Tested
1- Entering	2	40%
2- Emerging	1	20%
3- Developing	1	20%
4- Expanding	1	20%
5- Bridging	0	0%
6- Reaching	0	0%
<b>Total Tested:5</b>		



# EXIT/ENTRY/CONTINUATION

Grade	Exit	Entry	Continuation
Kindergarten	0	2	13
G1	1	2	14
G2	2	0	12
G3	0	0	8
G4	3	0	8
G5	0	4	11
G6	0	1	12
Totals	6	9	78
Total (including preschool) = 106			

# LANGUAGE ACQUISITION

How long does it take for a language learner to go through the language acquisition stages?

- Just as in any other learning situation, it depends on the individual.
- One of the major contributors to accelerated second language learning is the strength of first language skills. The general consensus is that it takes between five to seven years for an individual to achieve advanced fluency.
- This generally applies to individuals who have strong first language and literacy skills. If an individual has not fully developed first language and literacy skills, it may take between seven to ten years to reach advanced fluency.
- It is very important to note that every ELL student comes with his or her own unique language and education background, and this will have an impact on their English learning process.

# HOW WE USE THIS DATA TO INFORM INSTRUCTION

**WIDA**  
CONSORTIUM

**Can Do Descriptors: Grade Level Cluster 3-5**  
For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<ul style="list-style-type: none"> <li>Point to stated pictures, words, or phrases</li> <li>Follow one-step oral directions (e.g., physically through drawings)</li> <li>Identify objects, figures, graphs from oral statements or questions (e.g., "Which one is a rock?")</li> <li>Match elements and language to help resources</li> </ul>	<ul style="list-style-type: none"> <li>Compare common hand pictures or objects from oral descriptions</li> <li>Average pictures or objects per oral information</li> <li>Follow one-step oral directions</li> <li>Draw in response to oral descriptions</li> <li>Evaluate oral information (e.g., show lunch options)</li> </ul>	<ul style="list-style-type: none"> <li>Follow multi-step oral directions</li> <li>Identify illustrated main ideas from paragraph level oral direction</li> <li>Match hand meanings of oral directions to oral writing or illustrations</li> <li>Support pictures from oral events, processes, or procedures</li> </ul>	<ul style="list-style-type: none"> <li>Interpret oral information and apply to new situations</li> <li>Identify illustrated main ideas and supporting details from oral direction</li> <li>Take notes and act on oral information</li> <li>Role-play the work of authors, mathematicians, scientists, historians from oral readings, videos, or media texts</li> </ul>	<ul style="list-style-type: none"> <li>Carry out and maintain continuous grade-level, content-based language</li> <li>Communicate orally or use manipulatives to problem-solve based on oral direction</li> <li>Think aloud to solve oral direction</li> <li>Think aloud to solve oral direction</li> <li>Think aloud to solve oral direction</li> </ul>
READING	<ul style="list-style-type: none"> <li>Match icons or diagrams with word/coverage</li> <li>Identify elements from text language or symbols</li> <li>Make sound/graphic-based selection</li> <li>Match illustrated words/phrases to defining content (e.g., on the hand, in a book)</li> </ul>	<ul style="list-style-type: none"> <li>Match facts and explicit messages from illustrated text</li> <li>Identify elements of map/graphic (e.g., elements, words)</li> <li>Follow visually supported content directions (e.g., "Draw a star in the sky")</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information or data from icons and graphs</li> <li>Find/locate main ideas and write details</li> <li>Interpret content in audio or content-based processes (e.g., illustrations, writing)</li> <li>Use content clues and illustrations to determine meaning of words/phrases</li> </ul>	<ul style="list-style-type: none"> <li>Classify features of various genres of text (e.g., "and they lived happily ever after" - story text)</li> <li>Match graphic organizers to different text (e.g., compare/contrast with Venn diagram)</li> <li>Find details that support main ideas</li> <li>Differentiate between fact and opinion in narratives and expository text</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information from multiple related sources</li> <li>Analyze multiple of questions about grade-level text</li> <li>Identify, explain, and give main idea of a figure of speech</li> <li>Draw conclusions from explicit and implicit text at or near grade level</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Label objects, pictures, or diagrams from word/phrase banks</li> <li>Communicate ideas by drawing</li> <li>Copy words, phrases, and short sentences</li> <li>Answer oral questions with single words</li> </ul>	<ul style="list-style-type: none"> <li>Make lists from labels or word parts</li> <li>Communicate/produce sentences from word/phrase banks or walls</li> <li>Fill in graphic organizers, charts, and tables</li> <li>Make comparisons using real-life or visually supported materials</li> </ul>	<ul style="list-style-type: none"> <li>Produce simple responses to narrative text</li> <li>Communicate/produce sentences from word/phrase banks or walls</li> <li>Communicate content-based information</li> <li>Describe events, graphs, processes, procedures</li> </ul>	<ul style="list-style-type: none"> <li>Take notes using graphic organizers</li> <li>Communicate/produce sentences based on oral information</li> <li>Anchor multiple forms of writing (e.g., responses, narratives, procedural) from models</li> <li>Engage in use of information in solving problems</li> </ul>	<ul style="list-style-type: none"> <li>Produce extended responses of original text approaching grade level</li> <li>Apply content-based information to new situations</li> <li>Communicate or integrate personal experiences with classroom content</li> <li>Create grade-level notes or reports</li> </ul>

Level 6 - Reaching

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language development standards. The Performance Definitions use three criteria (1. linguistic complexity, 2. language forms and conventions, and 3. vocabulary usage) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

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The ACCESS proficiency levels align to the World-Class Instructional Design and Assessment (WIDA) *Can Do Descriptors*. These descriptors highlight what students *can do* at various stages of language development across the domains of writing, reading, speaking and listening. Teachers can use the *Can Do Descriptors* to:

- Better understand what students, at different levels of language proficiency, can do with language
- Expand their understanding of what the process of language development can look like
- Collaborate about scaffolding students need to engage in content-area learning and develop language at the same time
- Differentiate instruction and classroom assessment for language