

Meaningful Use of ACCESS Data

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Learning Objective

- **Session Objective:** By the end of this session, participants will be able to analyze WIDA ACCESS score reports and identify specific instructional moves to support multilingual learners (MLs).



The Language Landscape

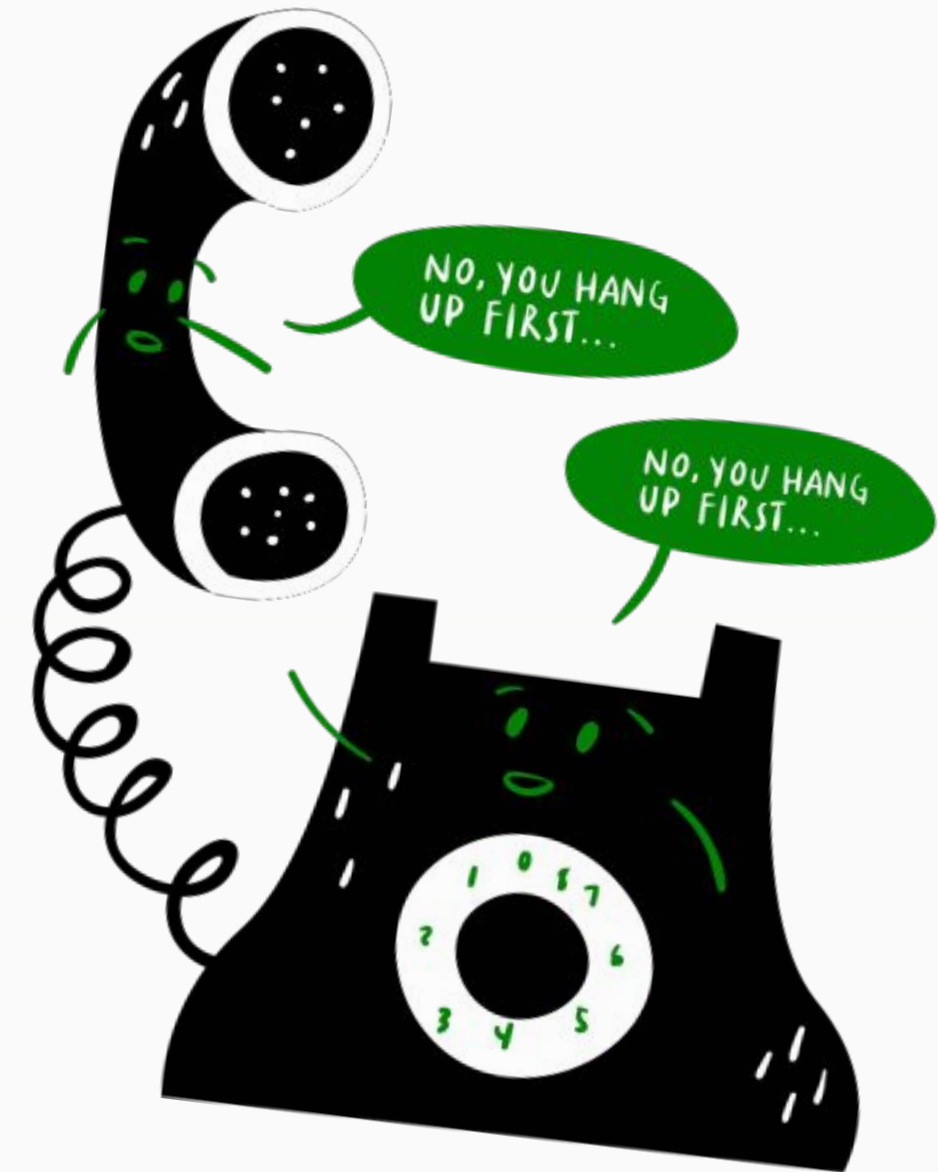
Think of a time you had to navigate a situation where you didn't speak the language fluently (e.g., traveling abroad, buying something technical, navigating a complex legal form).

Turn and Talk

Turn to a neighbor and share:
How did you feel? What tools
or strategies helped you
understand?

Bring it Back

Whole-group share out
(2-3 people).



Demystifying the WIDA ACCESS

Test (Brief Overview)

Understanding Tone

The 4 Language Domains:

- Listening
- Speaking
- Reading
- Writing

The 2 Composite Scores commonly used: Oral Language and Literacy.

Reminder: The test measures language proficiency, not content knowledge or intelligence.

Language Domain	Proficiency Level (Possible 1.0-6.0)						Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
Listening 		2.2							283			
Speaking 		2.5							271			
Reading 		2.9							334			
Writing 		4.7							389			
Oral Language 50% Listening + 50% Speaking		2.3							277			
Literacy 50% Reading + 50% Writing		4.3							362			
Comprehension 70% Reading + 30% Listening		2.7							319			
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking		3.6							336			

Proficiency Levels

(Click to see details of Proficiency Levels)

Systemic Framework

Explains the transition from basic communication (Level 1) to full peer-equivalent academic mastery (Level 6).

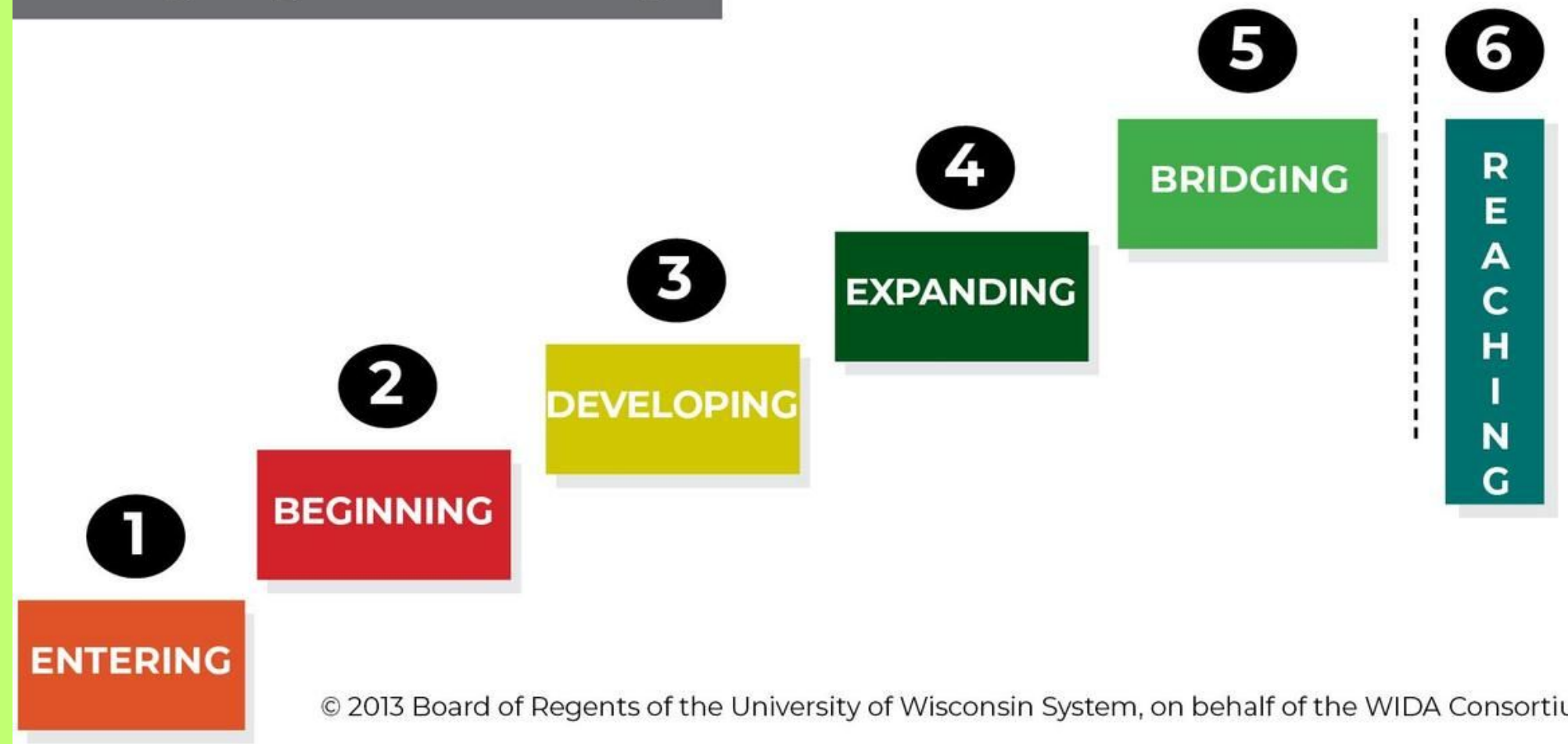
Dimension Breakdown

Distinguishes between everyday social interactions and complex, discipline-specific academic language.

Visual Data

Uses custom matrices and an acquisition curve chart to map typical learning trajectories and plateaus.

Levels of English Language Proficiency



Partner Activity – Data-to-Action Blueprint

Student Data

- Meet "Leo" (Grade 4) or "Sania" (Grade 9).

Data:

Listening: 4.2
Speaking: 2.1
Reading: 3.8
Writing: 2.5

Partner Task

Analyze: What are this student's strengths? Where is the widest gap? (e.g., High receptive language, lower productive language).

Plan: You are planning a lesson where students must write a paragraph summarizing a science experiment or historical event.

Share Out

Action: Based on their WIDA levels, write down **two specific scaffolds** you will provide this student during the lesson. TEXTS.



Download Reports as CSV Files to the Drive

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
CPS ID		Grade	Language	Program Year	Parent Refusal	RPL	WPL	LPL	SPL	LitPL	Overall	Met Proficient	Transition Date	
60053596		09	Spanish	TM3		5.6	4.7	6	5	5	5.4	03/04/2022	08/15/2023	
50276191		12	Spanish	TM1	NO	6	4.1	6	3.6	4.7	4.8	03/04/2025	08/12/2025	
50354441		11	Spanish	TM3	NO	6.0	4.4	6.0	4.1	4.9	5.2	02/28/2023	08/10/2023	
50224448		12	Spanish	TM1	NO	6	4.7	5.6	3.3	5.2	4.8	03/04/2025	08/12/2025	
60211037		09	Spanish	TM4									05/25/2023	
50458917		10	Spanish	TM3	NO	6.0	3.9	6.0	4.5	4.4	4.8	02/28/2023	08/10/2023	
50218546		12	Spanish	TM1	NO	6	3.8	6	5.1	4.2	4.8	03/04/2025	08/12/2025	
50376974		09	Spanish	TM3	NO	6.0	3.7	6.0	4.4	4.2	4.8	02/28/2023	08/10/2023	
50213790		12	Spanish	TM4	NO	6	4.4	6	3.2	5.1	4.8	03/04/2022	08/17/2022	
50305544		10	Spanish	TM2	NO	5.4	4.7	6	3.6	4.9	4.9	03/05/2024	08/20/2024	
50362576		09	Spanish	TM4	NO	6	4.4	6	4.2	4.8	4.9	03/04/2022	08/17/2022	
50276587		12	Spanish	TM1	NO	6	4.4	6	3.6	4.9	4.8	03/04/2025	08/12/2025	
50364475		10	Spanish	TM1	NO	6	5.2	6	3.5	5.6	5.2	03/04/2025	08/12/2025	
50334913		10	Spanish	TM1	NO	6	4.3	6	3	5.1	4.8	03/04/2025	08/12/2025	
50446363		09	Spanish	TM4	NO	5.6	5.7	6	3.3	5.7	5.2	03/04/2022	08/17/2022	
50758262		11	Spanish	TM2	NO	6	4.3	6	3.7	4.7	4.9	03/05/2024	08/20/2024	
60058902		11	Spanish	TM1		6	3.9	6	3.7	5.3	5.3	03/04/2025	08/12/2025	
50540330		10	Spanish	TM3	YES	6.0	4.2	6.0	3.5	5.0	4.9	02/28/2023	08/10/2023	
50474694		09	Spanish	TM4	NO	5.8	4.7	6	3.8	5	5.1	03/04/2022	08/17/2022	
50548206		09	Spanish	TM2	NO	5.3	4.3	6	4.7	4.5	5	03/05/2024	08/20/2024	
50512383		09	Spanish	TM2	NO	6	4.3	6	4.5	4.7	5.3	03/05/2024	08/20/2024	
50216253		12	Spanish	TM4	NO	5.5	4.6	6	4.2	4.8	4.8	03/04/2022	08/17/2022	
50378893		09	Spanish	TM4	NO	5.6	4.4	6	4.2	4.7	4.8	03/04/2022	08/17/2022	
50514132		09	Spanish	TM2	NO	5.5	4.6	6	4	4.8	4.8	03/05/2024	08/20/2024	
50275546		12	Spanish	TM3	NO	5.8	5.6	6	5.6	5.7	6	02/15/2014	08/15/2023	
50380090		11	Spanish	TM3	NO	6	4	6	4.4	4.6	5	02/25/2020	02/29/2024	

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
Student #		Grade	Language	Program Model	Placement Model	Instructional Context	Periods per Week	Dis Code	Sped Model	PY	RPL	WPL	LPL	SPL	LitPL	Access Com
60260619		12	Spanish	TBE	FT	Dual Language - One Way	10 +			PY3	2.4	2	3.4	1.6	2.2	2.1
50378323		10	Spanish	TBE	FT	Dual Language - One Way	10 +	OHI	ML2	PY10	2.2	2.6	3.9	1.9	2.4	2.5
60778276		11	Spanish	TBE	FT	Dual Language - One Way	10 +			PY2	1.8	3.3	1.9	1.4	2.5	2
60166861		10	Spanish	TBE	FT	Dual Language - One Way	10 +			PY4	6	3.7	4.5	3.5	4.2	4
63680504		10	Spanish	TBE	FT	Dual Language - One Way	10 +			PY2	1	1	1	1	1	1
60208006		10	Spanish	TBE	FT	Dual Language - One Way	10 +			PY3	1.9	2.3	2.4	1.8	2.1	2
60105671		11	Spanish	TBE	FT	Dual Language - One Way	10 +			PY4	2.7	2	3.1	1.7	2.4	2.3
50270864		12	Spanish	TBE	FT	Dual Language - One Way	10 +	504		PY7	3.1	1.7	3.9	3.9	2.2	2.9
60343325		10	Spanish	TBE	FT	Dual Language - One Way	10 +			PY3	1.8	2.1	2.5	1.7	1.9	1.9
63723009		9	Spanish	TBE	FT	Dual Language - One Way	10 +			PY1	1	1	4	1	1	1.5
60209872		11	Spanish	TBE	FT	Dual Language - One Way	10 +			PY3	1.5	3.1	2.1	2.3	1.9	1.9
63730424		11	Spanish	TBE	FT	Dual Language - One Way	10 +			PY1	2	1	1	2	1.5	1.5
63137075		10	Spanish	TBE	FT	Dual Language - One Way	10 +			PY2	1.9	2.6	2.9	1.6	2.2	2.1
50463449		11	Spanish	TBE	FT	Dual Language - One Way	10 +			PY11	3.8	3	3.7	3	3.2	3.2
63670363		10	Spanish	TBE	FT	Dual Language - One Way	10 +			PY2	1.8	1.7	2.1	1.5	1.7	1.7
50305423		11	Spanish	TBE	FT	Dual Language - One Way	10 +			PY1	4	2.3	4.9	3.7	3	3.3
63671300		11	Spanish	TBE	FT	Dual Language - One Way	10 +			PY2	1.9	1.8	1.8	1.4	1.9	1.8
60212146		12	Spanish	TBE	FT	Dual Language - One Way	10 +			PY3	1.7	1.7	1.6	1.4	1.7	1.6
63702320		10	Spanish	TBE	FT	Dual Language - One Way	10 +			PY1	2	1	2	2	1.5	1.5
63742295		10	Spanish	TBE	FT	Dual Language - One Way	10 +			PY0	1	1	1	1	1.5	1.5
63742791		11	Spanish	TBE	FT	Dual Language - One Way	10 +			PY0	1	2	4	1	1.5	1.5
60211608		10	Spanish	TBE	FT	Dual Language - One Way	10 +			PY2	2.2	0	2.9	0	0	0
50332631		10	Spanish	TBE	FT	Dual Language - One Way	10 +	LD	ML3	PY10	2.8	3.5	3.4	1.8	3.3	3
63677386		11	Spanish	TBE	FT	Dual Language - One Way	10 +			PY2	2.9	2.6	6	2.3	2.8	3.1
50010500		9	Spanish	TBE	FT	Dual Language - One Way	10 +			PY7	1.8	2	2.8	1.8	2.1	2.2

A	B	C	D	E	F	G	H	I	J	K	L
Student #		Grade	Language	HLS	RPL	WPL	LPL	SPL	LitPL	Acces	Refusal Dat
50277859		10	English	NO	2	3.7	5.5	3.5	3.2	3.5	11/24/2015
50168578		12	Spanish	YES	5.4	3.5	6	2.5	3.8	3.8	10/17/2014
50391997		10	Spanish	YES	2.2	4.1	4.8	3.1	3.5	3.5	10/11/2016
50197672		12	Spanish	YES	1.9	3.2	1.9	1.4	2.6	2	12/03/2013
50312059		11	Spanish	YES	3.1	4.2	4.9	2.3	3.9	3.7	10/08/2014
50380613		10	Spanish	YES	3.1	3.7	4.1	3.1	3.5	3.5	09/17/2015
50263218		9	Spanish	YES	3	3	5	4	3	3	10/06/2016
50260928		11	Spanish	YES	1.8	1.2	3	1.3	1.5	1.6	10/14/2014
50094313		12	Polish	YES	3	2	4	4	2	3	10/11/2018
50465352		11	Spanish	YES	2.1	4.6	3.2	1.7	3.7	3.2	09/07/2018
50364746		10	Spanish	YES	3	3.4	3.6	1.7	3.3	3	11/12/2024
50223848		10	Spanish	YES	1	1	1	1	1	1	03/02/2015
50221619		12	Spanish	YES	3.8	3.8	1.9	1.7	3.8	3.1	12/03/2013
50218120		12	Spanish	YES	3.9	2.8	4.2	2.2	3.1	3.1	09/29/2015
50275879		12	Spanish	YES	3.7	2.3	5.6	3.8	2.9	3.4	01/29/2013
50275879		12	Spanish	YES	3.7	2.3	5.6	3.8	2.9	3.4	04/28/2014
50340715		12	Spanish	YES	3.1	2.8	3.8	1.6	2.9	2.7	06/13/2018
50357882		10	Spanish	YES	6	4	5.8	3.8	4.6	4.6	11/09/2015
50389910		11	Spanish	YES	5.1	3.3	4	3	3.6	3.5	10/08/2014
50274537		11	Spanish	YES	5.9	4.2	6	3.4	4.6	4.5	03/02/2015
50479105		10	Spanish	YES	4.5	3.7	4.6	4.2	3.8	4	11/19/2015
50272454		11	Spanish	YES	2.8	3.3	5.8	2	3.1	3.2	12/09/2013
50084140		12	Spanish	YES	1.8	3.8	5.9	3.3	2.9	3.3	06/18/2014
50388903		11	Spanish	YES	4.3	4.2	3.4	3.4	4.2	3.9	10/22/2014

▼ | *fx* =VLOOKUP(A3,'EL Alpha List'!1:1000,3,false)

A	B	C	D	E	F	G	H	I	J	K	L
Student ID	Last Name	First Name	ACCESS/Screeners Results					Overall	Program Year	Reading	
			RPL	WPL	LPL	SPL	LitPL			Recount	Explain
			1.9	3.1	3.2	1.9	2.4	2.4	PY5	L1 Matching key content-related terms and ideas to images; graphs; icons; or diagrams/ Sequencing illustrated text of narrative or informational events	L1 Identifying key words and phrases that describe the topics or phenomena/ Recognizing sequence statements and illustrations that describe phenomena
			#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A		
			#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A		
			4.2	3.3	5.8	2.6	3.5	3.5	PY11	L4 Identifying how the authors make language choices and adjusts for audience and purpose/Reflecting on various accounts of a subject told in different media	L4 Identifying the interdependence of parts of systems/ Comparing information on phenomena across a variety of multimedia sources
			1.8	3.3	2.3	2.3	2.5	2.4	PY11	L1 Matching key content-related terms and ideas to images; graphs; icons; or diagrams/ Sequencing illustrated text of narrative or informational events	L1 Identifying key words and phrases that describe the topics or phenomena/ Recognizing sequence statements and illustrations that describe phenomena
			#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A		
			3.3	4	5.7	2.4	3.8	3.7	PY12	L3 Recognizing lexical chains that show how characters and ideas are labeled across the text/ Identifying detailed descriptions; procedures; and information in paragraphs	L3 Identifying how language provides clarity and precision in describing topics or phenomena/Summarizing information with diagrams; models; flow charts; or illustrations
			2.9	2.6	4.3	1	2.8	2.3	PY11	L2 Identifying patterns specific to narrative or informational text/Locating main ideas in a series of related sentences	L2 Identifying different types of connectors that show relationships between topics and phenomena/Differentiating between technical and everyday vocabulary that describe phenomena
			#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A		
			1.9	2.3	3.4	1.5	2	2	PY2	L1 Matching key content-related terms and ideas to images; graphs; icons; or diagrams/ Sequencing illustrated text of narrative or informational events	L1 Identifying key words and phrases that describe the topics or phenomena/ Recognizing sequence statements and illustrations that describe phenomena
										L5 Identifying how text structure supports comprehension and retrieval of	L5 Identifying how authors connect related ideas across paragraphs with abstraction; complex sentences; and

Summary and Next Steps

Don't try to change every lesson tomorrow.

Pick one domain to focus on this week (e.g., "This week, I am focusing on writing scaffolds for my Level 2 students").

Resource links (Google Drive with [Can-Do descriptors](#)).





Thanks for learning!

Enjoy lunch and have a restful

Summer



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Resource Page

USE THESE DESIGN RESOURCES
IN YOUR CANVA PRESENTATION.

THIS PRESENTATION TEMPLATE
USES THE FOLLOWING FREE
FONTS:

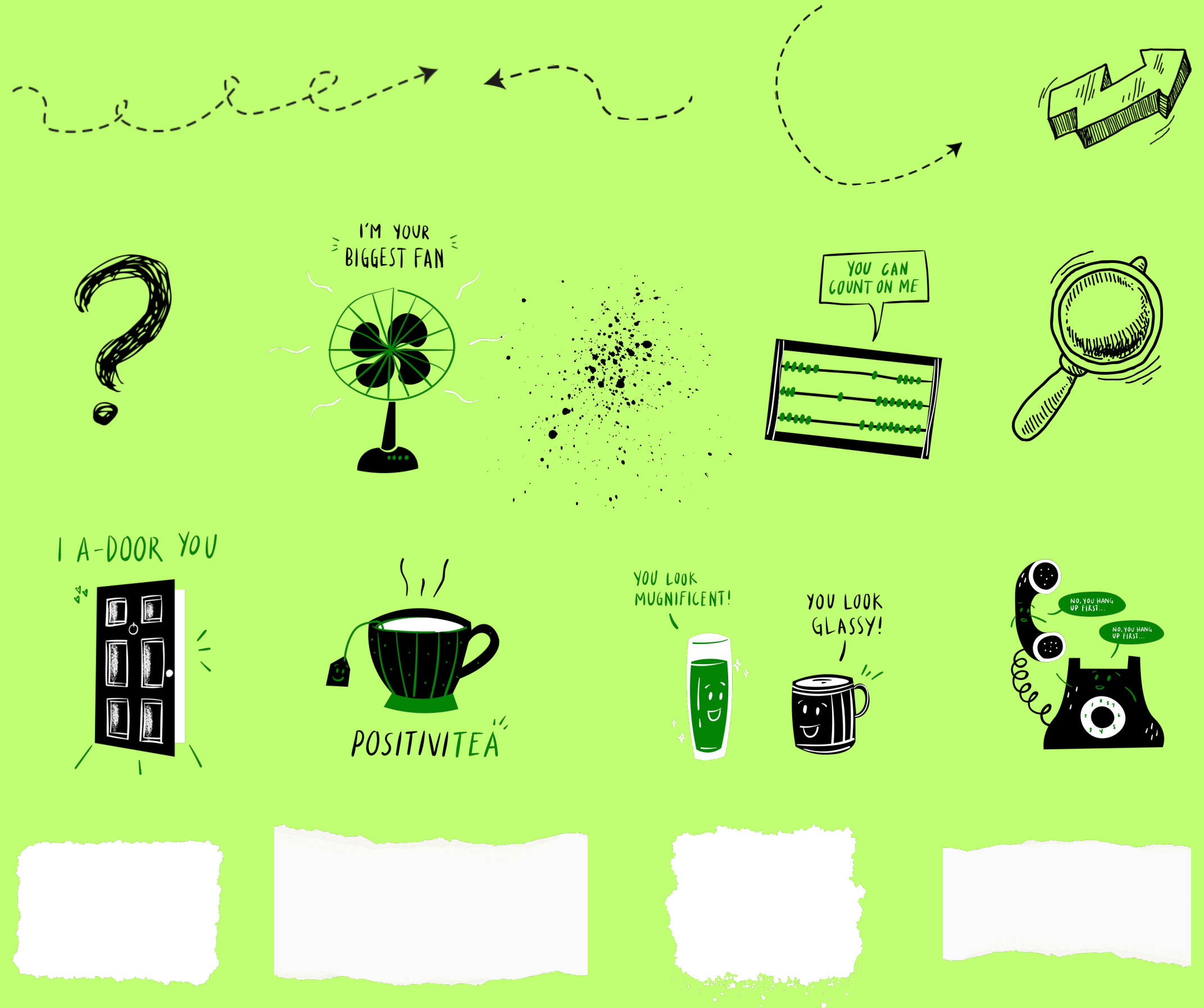
TITLES: BARBRA

HEADERS: FINGER PAINT

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PEXELS FOR THE PHOTOS

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