



## The Oradell Public School District

# **ACCESS for ELLs English Language Proficiency Test**

***December 9, 2020***



# Overview



- An English Language Learner, or ELL, is a student who has the opportunity to receive instruction in English, in addition to taking other classes. ELLs are tested every year to help teachers understand their language skills, but parents/guardians have the right to accept or decline language support.
- The ACCESS assessment was administered in February and March of 2020.
- Students are assessed in the following areas:
  - Listening
  - Speaking
  - Reading
  - Writing
- Those areas combine to create summative scores in:
  - Oral Language
  - Literacy
  - Comprehension
  - Overall Score

# What is ACCESS for ELL?

- Establishes when multilingual learners have attained English language proficiency according to state criteria
- Informs decisions about program entry and exit
- Informs classroom instruction and assessment
  - Which domains teachers should focus on
  - What the WIDA ELD standards say about students' current proficiency levels
  - How teachers can scaffold using the next level up
- Monitors student progress by comparing current scores to previous scores

**Proficiency levels** are interpretive scores. In other words, they are based on, but separate from, scale scores. The proficiency level score describes the student's performance in terms of the six WIDA English language proficiency levels:

|                            |                            |                              |                             |                            |                            |
|----------------------------|----------------------------|------------------------------|-----------------------------|----------------------------|----------------------------|
| Level 1<br><b>Entering</b> | Level 2<br><b>Emerging</b> | Level 3<br><b>Developing</b> | Level 4<br><b>Expanding</b> | Level 5<br><b>Bridging</b> | Level 6<br><b>Reaching</b> |
|----------------------------|----------------------------|------------------------------|-----------------------------|----------------------------|----------------------------|



# + Rubrics in each domain are used to guide scoring

## LISTENING

| Level | Students at this level generally can   |
|-------|--|
| 6     | <p>understand oral language in English and participate in all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• Synthesize information from multiple speakers</li> <li>• Recognize language that conveys information with precision and accuracy</li> <li>• Create models or visuals to represent detailed information presented orally</li> <li>• Identify strengths and limitations of different points of view</li> </ul>           |
| 5     | <p>understand oral language in English and participate in all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• Expand on others' ideas</li> <li>• Distinguish events, people, or situations from oral descriptions</li> <li>• Recall key information and details about processes or concepts discussed orally</li> <li>• Identify examples and reasons that support an opinion or viewpoint</li> </ul>                                |
| 4     | <p>understand oral language in English related to specific topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> <li>• Exchange information and ideas with others</li> <li>• Connect people and events based on oral information</li> <li>• Apply key information about processes or concepts presented orally</li> <li>• Identify positions or points of view on issues in oral discussions</li> </ul> |
| 3     | <p>understand oral language related to specific common topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> <li>• Connect spoken ideas to own experiences</li> <li>• Find, select, and order information from oral descriptions</li> <li>• Identify the causes and effects of events or situations discussed orally</li> <li>• Classify pros and cons of issues in discussions</li> </ul>              |
| 2     | <p>understand oral language related to specific familiar topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> <li>• Identify main topics in discussions</li> <li>• Categorize or sequence information presented orally using pictures or objects</li> <li>• Follow short oral directions with the help of pictures</li> <li>• Sort facts and opinions stated orally</li> </ul>                         |
| 1     | <p>understand oral messages that include visuals and gestures and may contain a few everyday words or phrases in English, for example:</p> <ul style="list-style-type: none"> <li>• Recognize familiar words and phrases in conversations</li> <li>• Match information from oral descriptions to objects, figures, or illustrations</li> <li>• Follow one-step oral directions</li> <li>• Show agreement or disagreement with oral statements</li> </ul>         |

## WRITING

| Level | Students at this level generally can  |
|-------|---|
| 6     | <p>communicate in writing in English using language from all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• Produce clearly organized commentaries and editorials on various issues</li> <li>• Elaborate narratives with rich, descriptive language and complex organization</li> <li>• Create formal written reports on a variety of issues, ideas, and information</li> <li>• Produce well-organized persuasive essays using complex and technical language</li> </ul> |
| 5     | <p>communicate in writing using language from all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• Create detailed opinion pieces about a variety of topics</li> <li>• Write summaries of various types of texts</li> <li>• Describe causes, effects, and consequences of processes and events</li> <li>• Express and defend positions supported by examples and reasons</li> </ul>  |
| 4     | <p>communicate in writing in English using language related to specific topics in school, for example:</p> <ul style="list-style-type: none"> <li>• Produce papers describing specific ideas or concepts</li> <li>• Narrate stories with details of people, events, and situations</li> <li>• Create explanatory text that includes details or examples</li> <li>• Provide opinions supported by reasons with details</li> </ul>  |
| 3     | <p>communicate in writing in English using language related to common topics in school, for example:</p> <ul style="list-style-type: none"> <li>• Describe familiar issues and events</li> <li>• Create stories or short narratives</li> <li>• Describe processes and procedures with some details</li> <li>• Give opinions with reasons in a few short sentences</li> </ul>  |
| 2     | <p>communicate in writing in English using language related to familiar topics in school, for example:</p> <ul style="list-style-type: none"> <li>• Describe ideas or concepts using phrases or short sentences</li> <li>• Label illustrations describing what, when, or where something happened</li> <li>• State steps in processes or procedures</li> <li>• Express opinions about specific topics or situations</li> </ul>  |
| 1     | <p>communicate in writing using visuals and symbols that may contain few words in English, for example:</p> <ul style="list-style-type: none"> <li>• Express ideas or concepts using text and illustrations</li> <li>• Share personal experiences through drawings and words</li> <li>• Label steps in processes presented in graphs or short texts</li> <li>• State opinions or preferences through text and illustrations</li> </ul>  |

# Students Assessed

| <b>Grade Level</b>     | <b># of Students Assessed</b> | <b>Average Overall Proficiency Level Score</b> |
|------------------------|-------------------------------|--|
| <b>Kindergarten</b>    | 14                            | 3.99   |
| <b>1st Grade</b>       | 14                            | 3.94   |
| <b>2nd - 5th Grade</b> | 10                            | 3.97   |



# ACCESS for ELL SubTest Results

| <b>CORE ELEMENT</b>                   | <b>K</b>    | <b>1</b>    | <b>2-5</b>  |
|---------------------------------------|-------------|-------------|-------------|
| Oral Language                         | 4.66        | 4.76        | 4.2         |
| Literacy                              | 3.6         | 3.75        | 3.82        |
| Comprehension                         | 4.7         | 5.15        | 4.82        |
| <b><i>Total Proficiency Score</i></b> | <b>3.99</b> | <b>3.94</b> | <b>3.97</b> |

**Summative scores are calculated as follows:**

- Oral Language (50% Listening and 50% Writing)
- Literacy (50% Reading and 50% Writing)
- Comprehension (70% Reading and 30% Listening)

**Total Proficiency Scores are calculated as follows:**

- 35% Reading
- 35% Writing
- 15% Listening
- 15% Speaking

# Moving Forward



- **Our ESL teachers now use the data to inform instruction.**
- **15 students exited the ELL program based on the scores achieved on the Spring administration (a minimum score of 4.5 is required for exiting).**
- **18 students have entered the ELL program based on meeting entry criteria.**