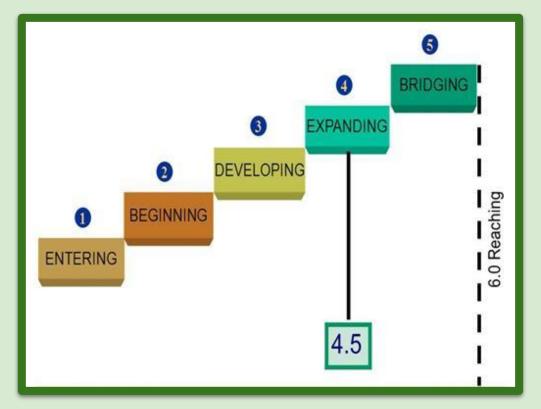
2024 ACCESS AND ALTERNATE ACCESS SCORE REPORTS

Middle Township Elementary Schools July 18, 2024



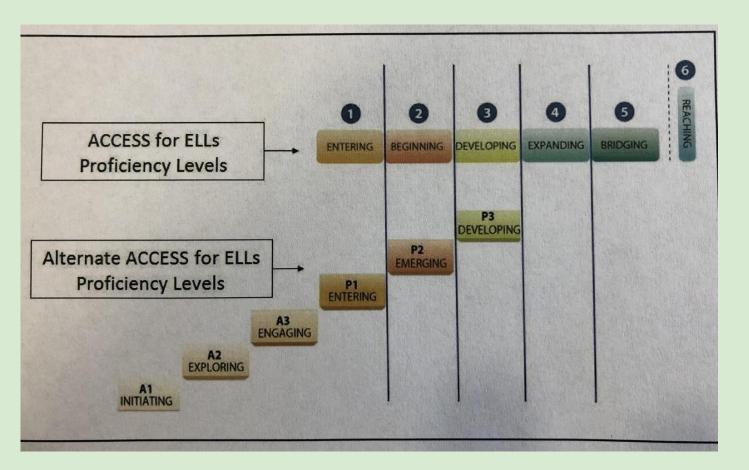
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WIDA PROFICIENCY LEVELS



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	ο%
6- Reaching	0	0%
		Total Tested: 28

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	О	ο%
5- Bridging	О	ο%
6- Reaching	0	0%
		Total Tested: 18

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	ο%
6- Reaching	0	0%
		Total Tested:15

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

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	ο%
6- Reaching	0	0%
		Total Tested : 9

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	O	ο%
6- Reaching	0	0%
Total Tested: 11		

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	O	ο%
5- Bridging	O	ο%
6- Reaching	0	0%
Total Tested:10		

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	O	ο%
6- Reaching	0	0%
Total Tested:6		

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	O	ο%
6- Reaching	0	0%
Total Tested:8		

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	ο%
5- Bridging	О	8%
6- Reaching	1	0%
		Total Tested:13

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

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	O	ο%	
5- Bridging	O	ο%	
6- Reaching	0	0%	
		Total Tested: 6	

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	О	ο%	
6- Reaching	0	0%	
		Total Tested:5	

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	
	O 1 12			

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 Cal

Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language professionay and with visual, graphic, or inconstrint support shough Lord 6. English language language on according to the language model to

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
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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 look
- 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