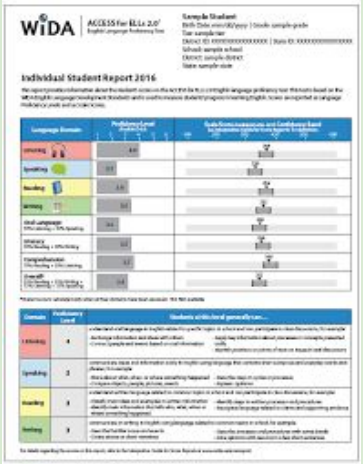
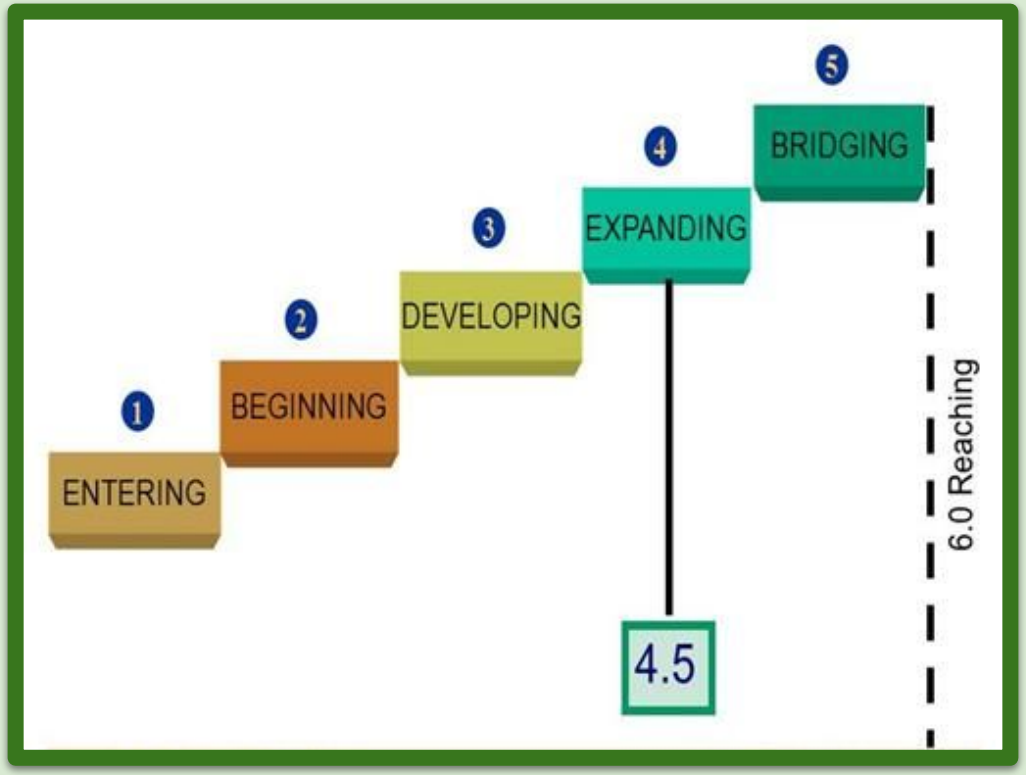
2023 ACCESS and Alternate ACCESS Score Reports

Middle Township Schools
August 17, 2023

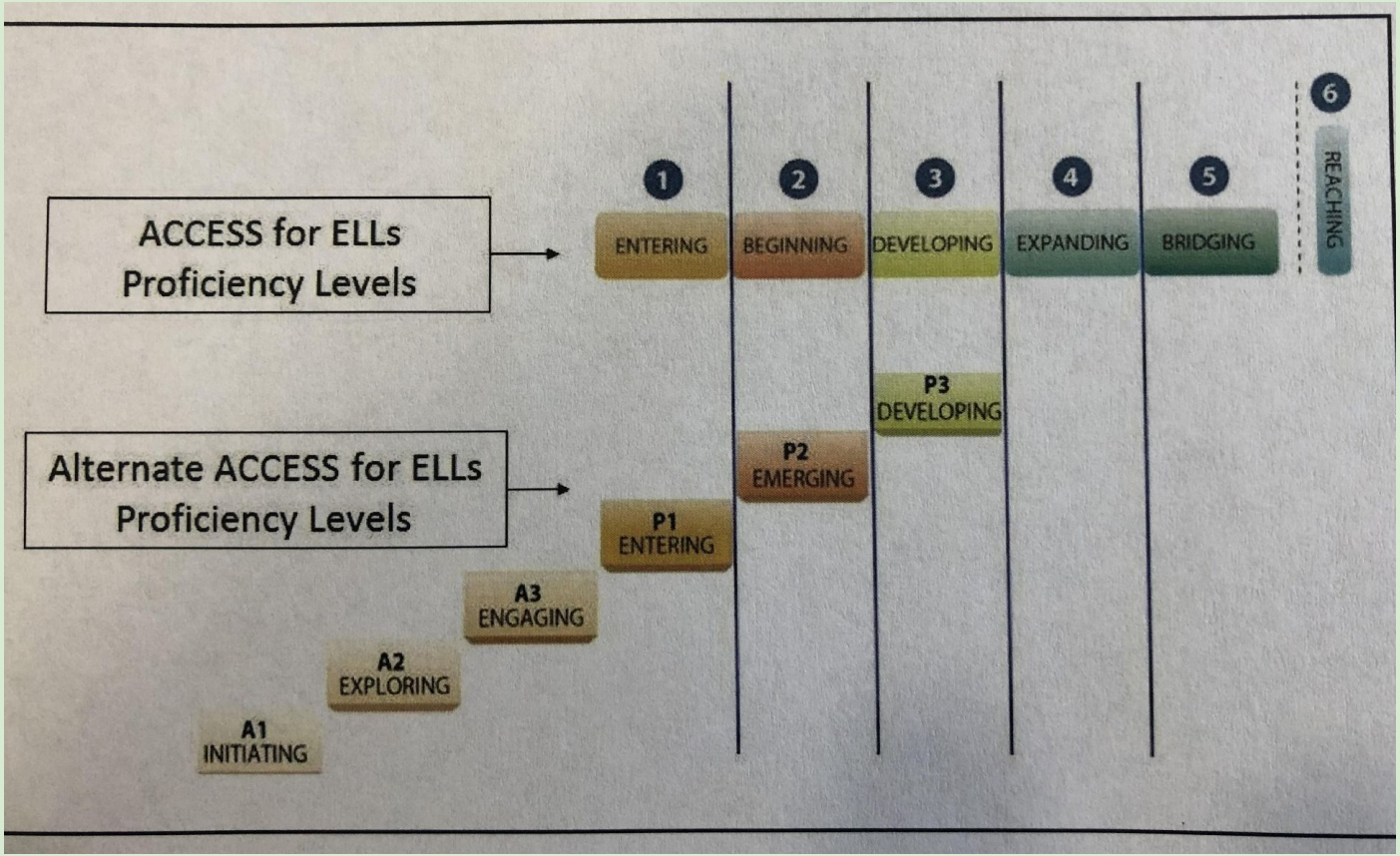


WIDA Proficiency Levels



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	14	88%
2- Emerging	1	6%
3- Developing	1	6%
4- Expanding	0	0%
5- Bridging	0	0%
6- Reaching	0	0%
		Total Tested: 16

1ST GRADE FREQUENCY REPORT

Proficiency Level	Overall Score	
	# of Students at Level	% of Total Tested
1- Entering	3	27%
2- Emerging	3	27%
3- Developing	5	45%
4- Expanding	0	0%
5- Bridging	0	0%
6- Reaching	0	0%
		Total Tested: 14

4th Grade Frequency Report

Grades 2, 3, 5,6,7,8,9,10,11,12 had fewer than 10 students

Proficiency Level	**Overall Score**	
	# of Students at Level	% of Total Tested
1- Entering	1	9%
2- Emerging	2	18%
3- Developing	2	18%
4- Expanding	6	55%
5- Bridging	0	7%
6- Reaching	0	0%
		Total Tested:11

EXIT/ENTRY/CONTINUATION

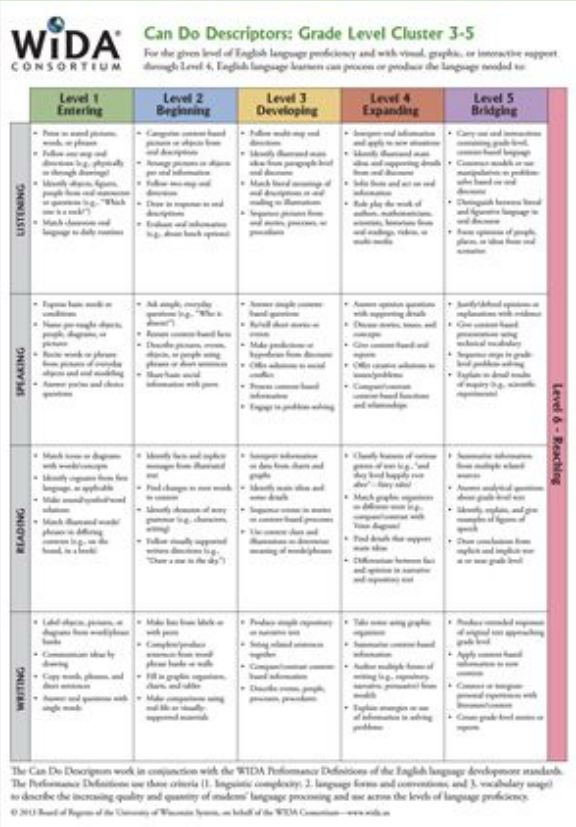
Grade	Exit	Entry	Continuation
Kindergarten (16)	0	19	18
G1 (11)	0	1	12
G2 (9/1)	0	1	8
G3 (5)	1	2	9
G4 (11)	2	0	12
G5 (9)	2	1	8
G6 (4)	0	0	4
G7 (8)	0	1	9
G8 (9)	0	1	10
G9 (4)	0	3	5
G10 (3)	0	1	4
G11 (6)	0	1	5
G12 (8)	0	1	9

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 6, 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	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "What is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re-tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflicts • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make associations/symbol/word relations • Match illustrated words/phrases to differing contexts (e.g., on the board, in a book)	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., "Draw a star in the sky")	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases	• Classify features of various genres of text (e.g., "and they lived happily ever after" – fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level
WRITING	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer and question with single words	• Make lists from labels or with peers • Complete/produce sentences from word/phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually-supported materials	• Produce simple expository or narrative text • String related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports

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 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