Purpose of ACCESS for ELLs Assessments

~ To comply with federal regulations implementing ESSA, all school districts in New Jersey were required to administer the ACCESS for ELLs language proficiency assessment to all ELLs in grades K–12 in the spring of 2023.

~ All students in grades K-12 identified as ELLs (including ELLs whose parents have refused services) in accordance with New Jersey's ELL identification process are required to participate in the ACCESS for ELLs assessment.

~ Results from the ACCESS for ELLs test administration are used in the calculation of schools' and districts' performance on the Progress to English Language Proficiency (ELP) indicator for ESSA school accountability.

Purpose and Use of ACCESS for ELLs Results

ACCESS for ELLs scores are used for:

● Making decisions about whether students are ready to exit English language support services;

● Decision-making for student placement into appropriate classes or groups for instruction, instructional planning;

● Monitoring the progress that students have made in English language proficiency; and

● Public reporting of English language learners' (ELLs) progress toward English language proficiency and for Every Student Succeeds Act (ESSA) school accountability systems used to identify what schools need the most comprehensive and targeted support.

Spring 2023 Participation

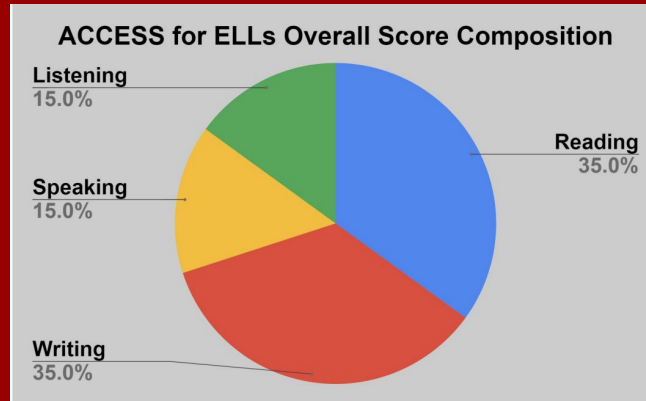| GRADE	# of Students Tested 2023
K	2
1	4
2	4
3	1
4	3
5	0
6	0
7	0
8	4

ACCESS for ELLs Overall Score Composition

A student's overall score on the ACCESS for ELLs is calculated using individual domain scores:
- 35% Reading + 35% Writing + 15% Listening + 15% Speaking = Overall Score

The overall score is also used in determining an ELLs exit status from the ESL program.
- New Jersey's Cut Score to Exit is composite score of a 4.5 overall.

ACCESS for ELLs Overall Score Composition

- Listening 15.0%
- Reading 35.0%
- Speaking 15.0%
- Writing 35.0%

Performance Standards

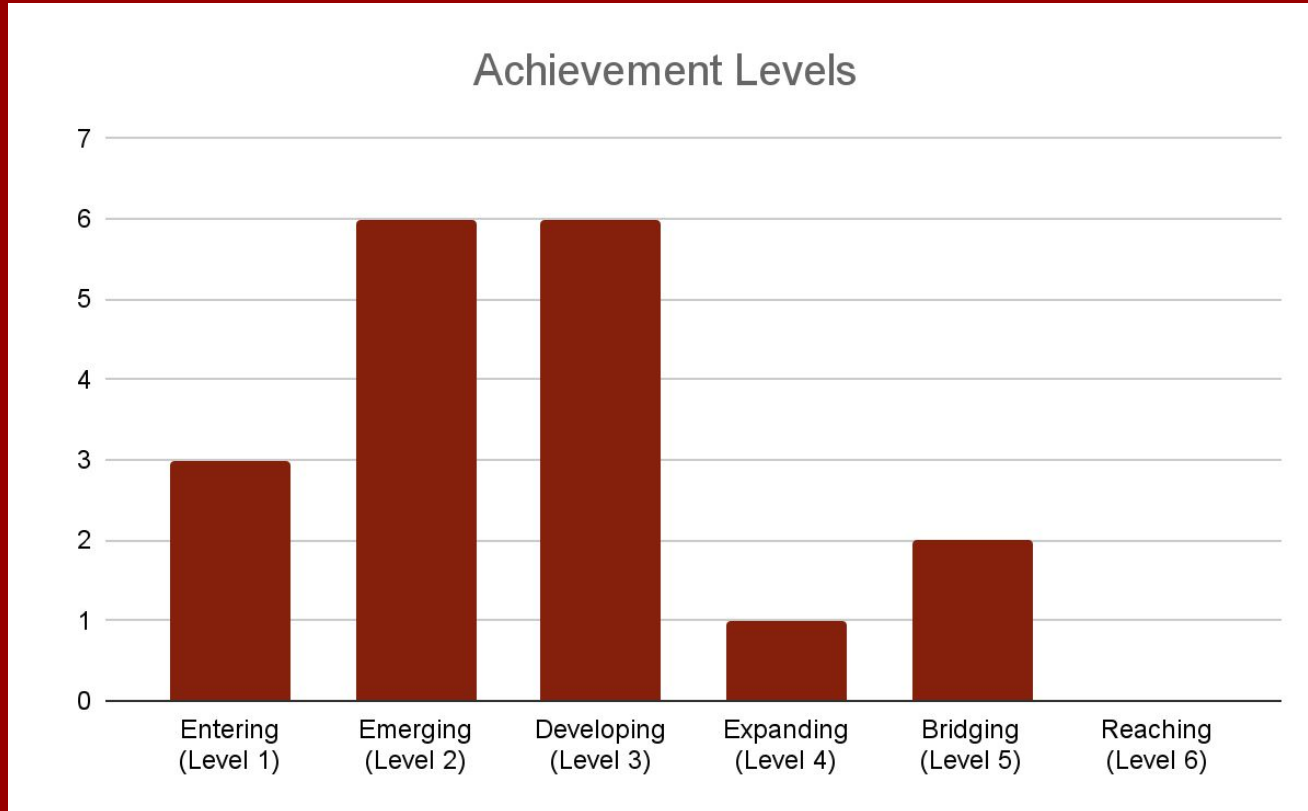|	
6- Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5- Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	• pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

**Even if a parent has refused ESL services, if that student has been identified as an English Learner, then that student must be administered the ACCESS for ELLs annually until that student attains the State's definition of English language proficient.

In New Jersey, that is a score of 4.5 or above on the ACCESS test.

Overall Score Percentages by Proficiency Level

	Entering (Level 1)		Emerging (Level 2)		Developing (Level 3)		Expanding (Level 4)		Bridging (Level 5)		Reaching (Level 6)	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
K	1	50%	1	50%	0	0%	0	0%	0	0%	0	0%
1	1	25%	2	50%	1	25%	0	0%	0	0%	0	0%
2	1	25%	1	25%	2	50%	0	0%	0	0%	0	0%
3	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%
4	0	0%	1	33%	1	33%	0	0%	1	33%	0	0%
8	0	0%	0	0%	2	50%	1	25%	1	25%	0	0%

Looking Ahead into 2023-2024

→ Continue to provide ELL services to students, K-8, through push-in and/or pull-out targeted instruction, based on individual student needs

→ Extended School Day (Winter 2024)

→ ACCESS for ELLs Testing in Spring 2024

→ Summer Transition Program (Summer 2024)