New Jersey
ACCESS 2.0 for English Learners

Spring 2023 Administration

Teaneck Public Schools
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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.

Student Participation Guidelines

Administered annually to all K-12 students identified as English Language Learners (ELLs)

ACCESS for ELLs	Alternate ACCESS for ELLs
All students in grades K–12 currently identified as ELLs in accordance with New Jersey's ELL identification process and who have an ELL Identification Date in NJ SMART.	Students in grades 1–12 who are identified as ELLs with significant intellectual disabilities as reflected in their Individualized Education Programs (IEPs) and meet or will be eligible to meet New Jersey's criteria for participation in the Dynamic Learning Maps (DLM) assessment should participate in the Alternate ACCESS for ELLs assessment.
Includes ELLs whose parents have refused services.	Includes ELLs whose parents have refused services.

Note: If a new student enters two weeks or less prior to the test window closing, they do not need to be tested. If you have any questions regarding this policy, please contact the NJDOE Office of Assessments at assessment@doe.nj.gov.

Understanding the ACCESS 2.0

Individual Student Report 2023

This report provides information about the student's scores on the ACCESS for ELLs English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)	Scale Score (Possible 100-600) and Confidence Band
Listening	2.8	307
Speaking	2.5	271
Reading	2.5	322
Writing	3.8	339
Oral Language 50% Listening + 50% Speaking	2.6	289
Literacy 50% Reading + 50% Writing	3.4	331
Comprehension 70% Reading + 30% Listening	2.6	318
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.2	318

Data Points that are Available:
- Proficiency level by domain
- Scale Score by domain
- Instructional expectations based on domain and proficiency level

Domain	Proficiency Level	Students at this level generally can...
Listening	2	understand oral language related to specific familiar topics in school and can participate in class discussions, for example: • Identify main topics in discussions • Categorize or sequence information presented orally using pictures or objects • Follow short oral directions with the help of pictures • Sort facts and opinions stated orally
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: • Share about what, when, or where something happened • Compare objects, people, pictures, and events • Describe steps in cycles or processes • Express opinions
Reading	2	understand written language related to specific familiar topics in school and can participate in class discussions, for example: • Identify main ideas in written information • Identify main actors and events, in stories and simple texts with pictures or graphs • Sequence pictures, events or steps in processes • Distinguish between claim and evidence statements
Writing	3	communicate in writing in English using language related to common topics in school, for example: • Describe familiar issues and events • Create stories or short narratives • Describe processes and procedures with some details • Give opinions with reasons in a few short sentences

2023 Participation Rate

Total Number of Multi Language Learners	Total Number of MLLs who Participate in the ACCESS for ELLs State Testing	Participation Rate for the 2022-2023 School Year
143	**141**	98% Participation Rate

TPS: English Language Learners - Participation by Grade Level

143 English Learners
4% of Teaneck Public Schools' Total Student Population

Elementary English Learners	
Grade	**ELLS per Grade Level**
Kindergarten	10
First	10
Second	13
Third	12
Fourth	13
Total	58

Middle School English Learners	
Grade	**ELLS per Grade Level**
Fifth	10
Sixth	11
Seventh	7
Eighth	14
Total	42

High School English Learners	
Grade	**ELLS per Grade Level**
Ninth	17
Tenth	13
Eleventh	6
Twelfth	5
	41

Kindergarten - Fourth Grade	Listening	Speaking	Reading	Writing
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	19%	21%	**31%**	21%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	10%	24%	**31%**	16%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	5%	**26%**	17%	**31%**
4 – Expanding Knows and uses social English and some technical academic language	10%	17%	14%	26%
5 – Bridging Knows and uses social and academic language working with grade level material	12%	2%	19%	7%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	**43%**	10%	3%	0%

Total Test Takers - 58 Students

TPS Middle School - Achievement by Domain and Proficiency Level

Fifth - Eighth Grade	Listening	Speaking	Reading	Writing
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	5%	21%	**36%**	31%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	24%	**33%**	19%	19%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	12%	31%	24%	**38%**
4 – Expanding Knows and uses social English and some technical academic language	12%	14%	10%	12%
5 – Bridging Knows and uses social and academic language working with grade level material	12%	0%	10%	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	**36%**	0%	2%	0%

Total Test Takers -
42 Students

Teaneck High School - Achievement by Domain and Proficiency Level

| Ninth - Twelfth Grade	Listening	Speaking	Reading	Writing
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	12%	32%	22%	20%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	**22%**	15%	**34%**	12%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	17%	**49%**	10%	**49%**
4 – Expanding Knows and uses social English and some technical academic language	17%	5%	12%	20%
5 – Bridging Knows and uses social and academic language working with grade level material	15%	0%	15%	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	17%	0%	7%	0%

Total Test Takers - 41 Students

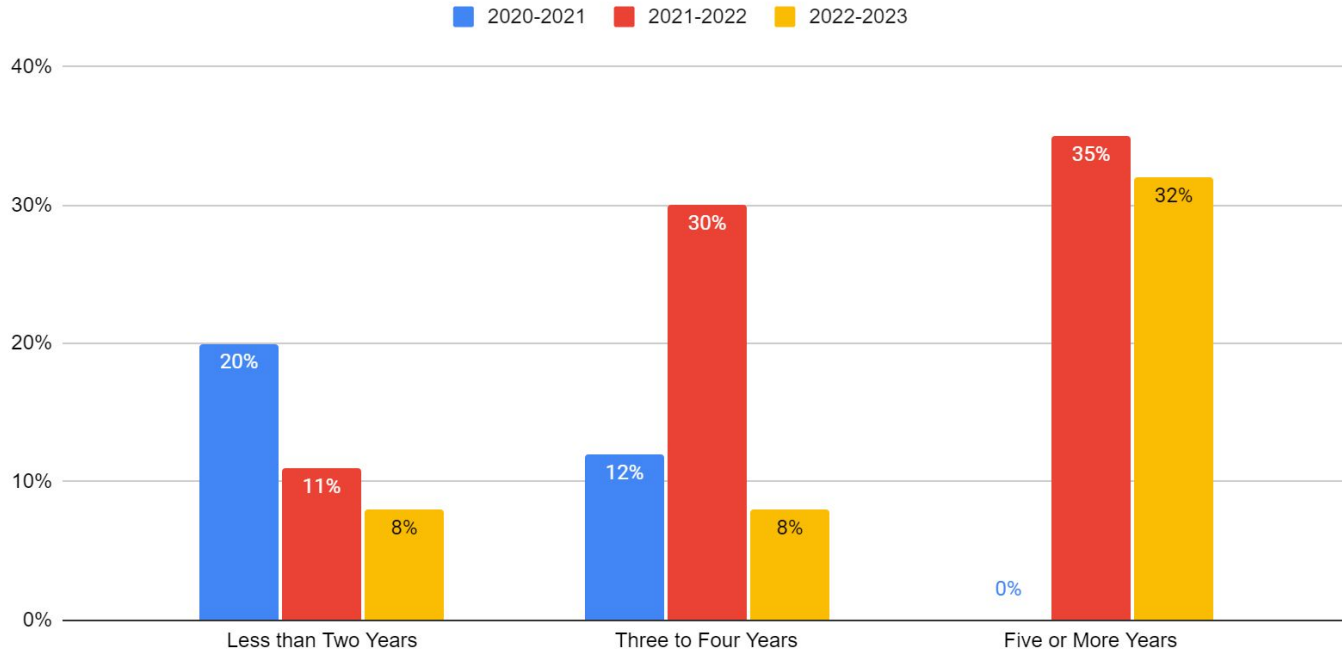# Three - Year Comparison of Student Data

MLLs: Three Year Comparison - Years in Language Acquisition Program
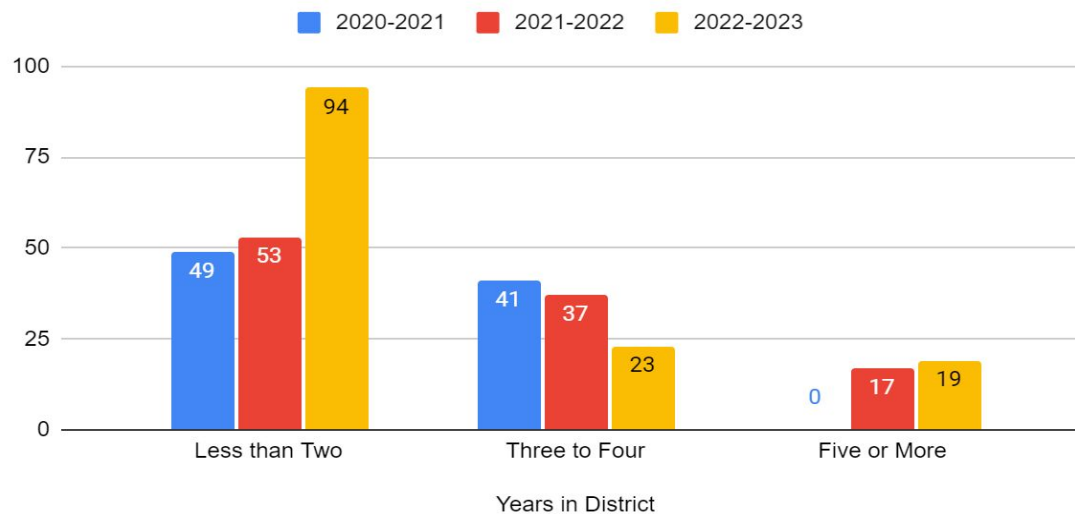
Three - Year Comparison of Student Data

Three Year Comparison: Percentage of Students who Earned a 4.5 or Higher by Years in Program

Percentage of Students who Earned a 4.5 or Higher

Next Steps Interventions for our English Learners

- **Reading and writing are the *last* two attributes to develop for English learners.**

Next Steps:

Sharpening Reading Instruction using a Multisensory, Scientific-Based Reading Approach
- Over the summer, the elementary ESL team participated in a five-day, thirty hour training on structured literacy using multisensory reading instruction.
- In the 2023-2024 school year, all kindergarten through fourth grade English learners will receive small group, multisensory reading instruction to support both language acquisition and comprehension, spelling, and writing.
  - In addition to language acquisition, English learners will be provided with additional instruction on understanding the alphabetic principle, graphemes and morphemes.
  - The curricula and pacing calendar for all English learners includes an intentional focus on the teaching of reading and language acquisition.

Accelerating Writing Proficiency by Providing Explicit Writing Instruction
- Professional development over the school year will focus on teaching writing using the graduate release of responsibility model of instruction.