



ACCESS for ELLs

2015 Statewide Results

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Executive Summary

Major Findings

This was the third year that Massachusetts administered the ACCESS for ELLs tests, which is based on the WIDA English Language Development Standards. Massachusetts joined the WIDA consortium in 2012.

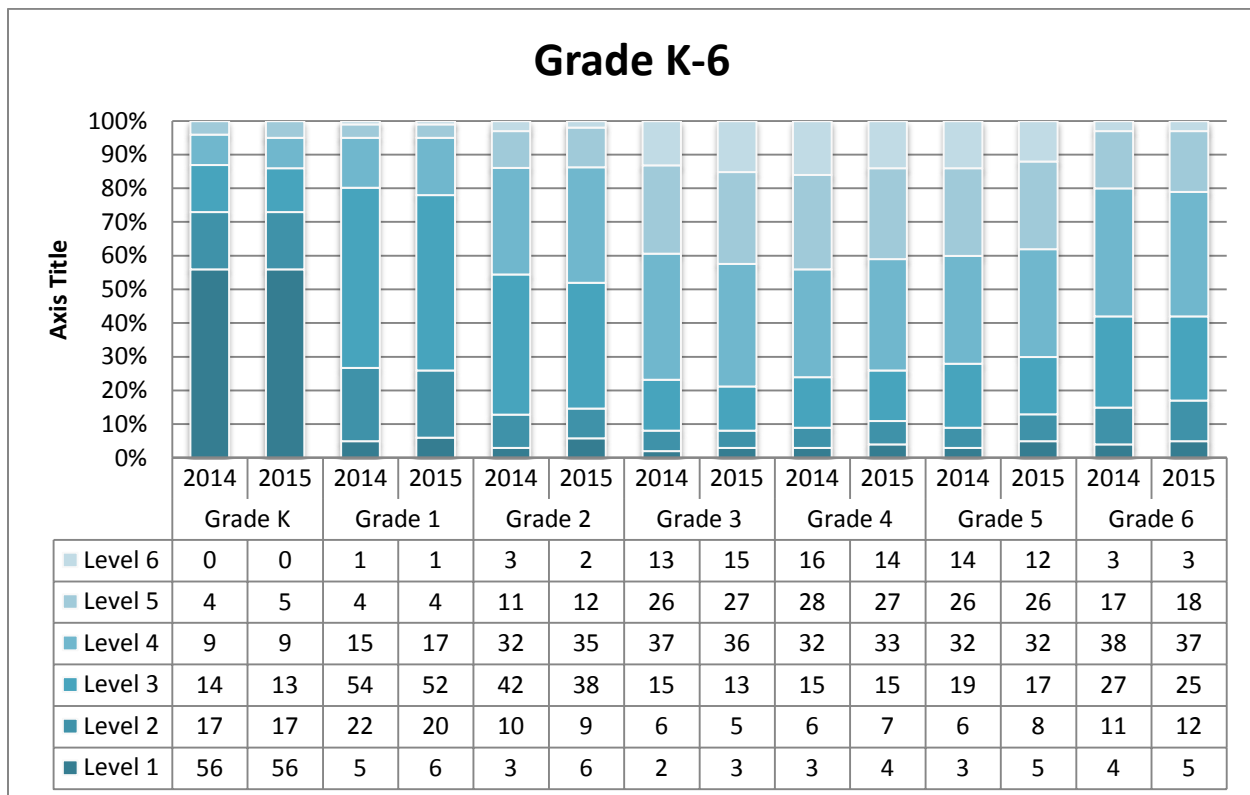
In 2015, 78,646 ELL students enrolled in grades K–12 participated in all four sections of the ACCESS for ELLs test, a participation rate of 98 percent, which represents the same percentage who participated in 2014. The participation rate has increased by three percentage points since 2012 and six percentage points since 2010.

Overall Achievement

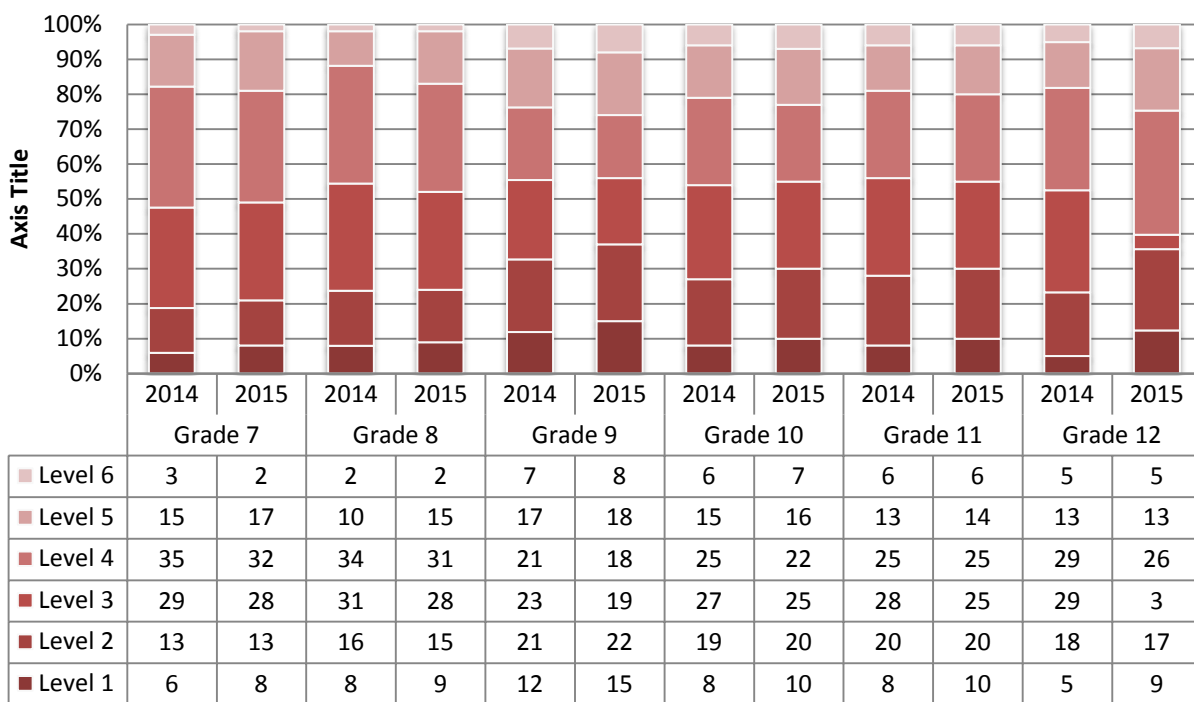
The percentage of students who performed at the highest levels (*Level 5* and *Level 6*) on the ACCESS tests in 2015 remained largely the same as those of 2014. (See **Figure 1**, which compares the levels of student performance in both years.)

The combined percentage of students attaining *Level 5* and *Level 6* in ACCESS for ELLs varied by grade level, ranging from 5 percent in kindergarten to 41 percent in grade 4 (see **Figure 1**). The percentage of students who attained *Level 5* and *Level 6* in grades 3, 4 and 5 superseded those of other grades.

Figure 1. Percentage of Students at Each Performance Level on the 2014 and 2015 ACCESS for ELLs (Grades K–6 and 7–12)



Grade 7-12



Progress

Student Growth Percentiles for ACCESS tests (SGPAs) were used to generate progress determinations for students by matching each student with other students in the same grade who earned similar scores the previous year, then comparing the current year’s scores of those same students and calculating a SGPA between 0–100 (An SGPA between 40–60 is generally regarded as making moderate growth).

A student’s growth percentile ranking shows how much the student grew over the previous year relative to his or her academic peers, and indicates the student’s movement from the beginning level of English proficiency toward the point at which the student can perform standards-based classroom work in English.

I. Background

This report summarizes the results of more than 78,000 ELL students in Massachusetts who participated in the 2015 Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) tests, which are intended to measure the English language proficiency of English language learner (ELL) students. The 2015 ACCESS for ELLs tests were given to Massachusetts students for the third consecutive year.

ACCESS for ELLs tests measure how well ELL students have achieved the *English Language Development (ELD) Standards* developed by the WIDA consortium. Massachusetts adopted the WIDA standards because they measure academic literacy in four subjects, plus social and instructional language; and because they are aligned with the *2011 Massachusetts Curriculum Frameworks* (incorporating the Common Core State Standards).

ACCESS for ELLs consists of four separate sub-domain tests in reading, writing, listening, and speaking. Only students who participate in all four domains receive an overall score. Students participate in tests intended for specific grade-level clusters: kindergarten, grades 1–2, 3–5, 6–8, and 9–12, and take either Tier A, B, or C (in grades 1-12), depending on their level of English language proficiency.

Students received scale scores between 100–600 in each domain. Proficiency level scores were also reported as a whole number followed by a decimal (e.g., 3.4), indicating the student’s language proficiency level based on scale scores, and the relative position within the proficiency level of the student’s scale score, rounded to the nearest tenth.

Assessment subscores were also reported using the same proficiency levels in the four domains of listening, speaking, reading, and writing in one of six WIDA English Language Proficiency Levels: 1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching (see Appendix C).

The following composite scores were reported:

- An Overall composite score combining the four domain scores in the following weights (Listening 15%, Speaking 15%, Reading 35%, Writing 35%);
- An Oral Language composite score, combining equally weighted scale scores from Listening (50%) and Speaking (50%);
- A Literacy composite score, combining equally weighted scale scores from Reading (50%) and Writing (50%);
- A Comprehension composite score, combining scale scores for Listening (30%) and Reading (70%).

Reclassification of ELL students

The Department recommends that districts consider exiting students from ELL status when they meet the following criteria, based on the likelihood that they will be able to perform standards-based classroom work in English:

- Overall (Composite) score of 5.0 or higher

The use of other relevant data is also recommended before exiting a student from ELL status, including:

- observations by, and the judgment of, teachers;
- student’s class work;
- MCAS, PARCC, and locally-administered diagnostic test results.

Alternate ACCESS for ELLs

The Alternate ACCESS for ELLs was administered in 2015 for the second time in Massachusetts to ELL students with significant cognitive disabilities. The Alternate ACCESS is given to students in grades 1–12 whose cognitive disabilities prevent their meaningful participation in the ACCESS for ELLs general assessment. It is administered in four grade-level clusters: Grades 1–2, 3–5, 6–8, and 9–12. Students are assessed in the four domains of reading, writing, listening, and speaking. Results are reported at six performance levels (Levels A1–P3 — see Appendix C for descriptors), and on a numerical scale from 900 to 960. In 2015, 1,188 Massachusetts students in grades 1-12 participated in the Alternate ACCESS for ELLs test during the five-week January–February 2015 testing window.

II. Summary of the 2015 Statewide ACCESS for ELLs Results

Student Participation

Participation in the 2015 ACCESS for ELLs tests is summarized below and includes students in grades K–12 who participated in all four test domains—reading, writing, listening, and speaking. Table 1 provides the number and percentage of ELL students who participated in the 2015 ACCESS for ELLs tests by grade cluster and years of enrollment in Massachusetts.

Note that the number of students tested by years of enrollment may not equal the total for all students because number of years of enrollment was not available for some students.

**Table 1. Participation of ELL Students in 2015 ACCESS for ELLs
by Grade Cluster and Years of Enrollment in Massachusetts**

Grade Cluster/ Years of Enrollment	Grade K		Grades 1-2		Grades 3-5		Grades 6-8		Grades 9-12		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
First Year	8,209	99	2,021	100	2,294	99	1,990	99	3,206	98	17,720	99
Second Year	1,520	96	6,404	99	1,535	99	1,477	100	2,323	97	13,259	99
Third Year	114	98	11,203	99	1,965	99	1,506	98	2,496	95	17,284	99
Fourth Year	0	0	817	99	6,702	99	1,011	98	1,393	94	9,923	98
Fifth Year or More	0	0	8	100	8,244	98	6,990	97	4,888	87	20,130	95
All Students	9,882	98	20,499	99	20,809	99	13,032	98	14,424	93	78,646	98

In 2015, grade clusters 1–2 and 3–5 had the highest participation rate at 99 percent, and grade span 9–12 had the lowest at 93 percent. The participation rate by years of enrollment in grade clusters 6–8 and 9–12 declined the longer students received language services. This was particularly evident in grade cluster 9–12, where 98 percent in their first year of enrollment participated compared to 87 percent in their fifth year or more year of enrollment.

Student Performance

Results for the 2015 ACCESS for ELLs test administration, disaggregated by years of enrollment for each grade cluster, are summarized below. Results for students who took the Alternate ACCESS for ELLs are summarized separately because of basic differences in the reporting of the proficiency levels and calculation of the scale scores (See page 10). Results are not reported if fewer than 10 students were tested.

Grade K

At the Kindergarten level, 5 percent of all ELL students who participated in the 2015 ACCESS for ELLs tests performed at *Level 5*, while 56 percent performed at *Level 1*. Four percent of students in their third year of enrollment performed at *Level 5*, while 47 percent performed at *Level 1*. A total of 17 percent of ELL students in Kindergarten performed at *Level 2*, 13 percent at *Level 3*, and 9 percent at *Level 4*.

**Table 2. Performance of ELL Students in 2015 ACCESS for ELLs
by Years of Enrollment in Massachusetts:
Kindergarten**

Years of Enrollment	Number Tested	Average Scale Score	Percentage of Students at Each Performance Level					
			Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
First Year	8,209	223	56	17	13	8	5	0
Second Year	1,520	230	52	16	16	11	5	0
Third Year	114	236	47	17	18	14	4	0
Fourth Year	0	-	-	-	-	-	-	-
Fifth Year or More	0	-	-	-	-	-	-	-
All Students	9,882	225	56	17	13	9	5	0

Grade Cluster 1–2

At grade cluster 1–2, 2 percent of participating ELL students performed at *Level 6* while 8 percent at *Level 5* in 2015 ACCESS for ELLs testing. The largest number of students performed at *Level 3*. A total of 5 percent performed at *Level 1*, 14 percent performed at *Level 2*, 45 percent at *Level 3*, and 26 percent at *Level 4*.

**Table 3. Performance of ELL Students in 2015 ACCESS for ELLs
by Years of Enrollment in Massachusetts:
Grade Cluster 1–2**

Years of Enrollment	Number Tested	Average Scale Score	Percentage of Students at Each Performance Level					
			Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
First Year	2,021	279	28	31	29	8	3	1
Second Year	6,404	295	3	19	54	19	5	1
Third Year	11,203	317	2	9	43	32	11	2
Fourth Year	817	323	2	8	48	35	7	0
Fifth Year or More	8	308	0	13	38	50	0	0
All Students	20,499	306	5	14	45	26	8	2

Grade Cluster 3–5

At grade cluster 3–5, the percentage of participating ELL students who performed at *Level 6* in 2015 ACCESS for ELLs testing was 14 percent. The percentage of ELL students performing at *Level 5* in this grade cluster was 27. The highest percentage of students, 34 percent, performed at *Level 4*. A total of 4 percent of ELL students in grade cluster 3–5 performed at *Level 1*, 7 percent performed at *Level 2*, 15 percent at *Level 3*. The majority of students in grade cluster 3–5 performed at *Level 4* or above.

**Table 4. Performance of ELL Students in 2015 ACCESS for ELLs
by Years of Enrollment in Massachusetts:
Grade Cluster 3–5**

Years of Enrollment	Number Tested	Average Scale Score	Percentage of Students at Each Performance Level					
			Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
First Year	2,294	318	20	28	24	18	5	4
Second Year	1,535	343	4	15	30	32	11	9
Third Year	1,965	357	2	7	22	36	20	13
Fourth Year	6,702	359	1	2	10	37	32	18
Fifth Year or More	8,244	375	1	3	11	37	34	14
All Students	20,809	359	4	7	15	34	27	14

Grade Cluster 6–8

At grade cluster 6–8, 2 percent of participating ELL students performed at *Level 6* in 2015 ACCESS for ELLs. The percentage of ELL students performing at *Level 5* in grades 6–8 was 16 percent. The highest percentage of students, 33 percent, performed at *Level 4*. A total of 7 percent of ELL students in grade cluster 6-8 performed at *Level 1*, 13 percent performed at *Level 2*, and 27 percent at *Level 3*.

**Table 5. Performance of ELL Students in 2015 ACCESS for ELLs
by Years of Enrollment in Massachusetts:
Grade Cluster 6-8**

Years of Enrollment	Number Tested	Average Scale Score	Percentage of Students at Each Performance Level					
			Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
First Year	1,990	337	29	29	21	14	5	2
Second Year	1,477	362	8	25	31	21	10	4
Third Year	1,506	376	3	14	36	30	15	2
Fourth Year	1,011	376	2	11	33	32	18	4
Fifth Year or More	6,990	391	2	6	26	42	21	2
All Students	13,032	376	7	13	27	33	16	2

Grade Cluster 9–12

At grade span 9–12, the percentage of participating ELL students who performed at *Level 6* was 7 percent, while 16 percent performed at *Level 5*. The highest percentage of students performed at *Level 3*, 24 percent, followed by 22 percent performing at *Level 4*. Twenty percent of students performed at *Level 2*, while 12 percent performed at *Level 1*.

**Table 6. Performance of ELL Students in 2015 ACCESS for ELLs
by Years of Enrollment in Massachusetts:
Grade Cluster 9-12**

Years of Enrollment	Number Tested	Average Scale Score	Percentage of Students at Each Performance Level					
			Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
First Year	3,206	356	28	35	17	10	5	4
Second Year	2,323	376	12	29	26	18	9	6
Third Year	2,496	390	6	18	32	24	14	6
Fourth Year	1,393	401	5	15	29	28	16	7
Fifth Year or More	4,888	423	6	9	21	29	27	9
All Students	14,424	392	12	20	24	22	16	7

Composite Scores

Students received four composite scores in oral language, comprehension, and literacy, in addition to an overall composite score, which provide details and context for their performance. These are derived from a combination of weighted scale scores from the four language domains as follows:

- Overall—combining the four domain scores, as follows: Listening (15%), Speaking (15%), Reading (35%), and Writing (35%)
- Oral Language (Oral Lang)—combining equally weighted scale scores for Listening and Speaking (50% each)
- Comprehension (Compr)—combining scale scores for Listening (30%) and Reading (70%)
- Literacy—combining equally weighted scale scores for Reading and Writing (50% each)

Median proficiency levels by year of enrollment are presented below.

Kindergarten

Kindergartners performed best overall in Oral Language at proficiency level 4.0. This significantly exceeded their proficiency levels of 2.7 in Comprehension and 2.1 in Literacy.

Table 7. Composite Scores of ELL Students in 2015 ACCESS for ELLs by Years of Enrollment in Massachusetts: Grade Cluster K

Years of Enrollment	Number Tested	Oral Lang Scale Score	Oral Lang Prof Level	Compr Scale Score	Compr Prof Level	Literacy Scale Score	Literacy Prof Level
First Year	8,209	292	3.9	211	2.6	194	2.1
Second Year	1,520	302	4.1	221	2.9	200	2.2
Third Year	114	310	4.4	229	3.1	205	2.2
Fourth Year		-	-	-	-	-	-
Fifth Year or More		-	-	-	-	-	-
All Students	9,882	294	4.0	212	2.7	195	2.1

Grade Cluster 1–2

For students in grade cluster 1–2, performance in Oral Language at proficiency level 4.5 was slightly better than their performance in Comprehension at proficiency level 4.4. Both of these were almost 1.0 point higher than their performance in Literacy in this grade cluster, which was level 3.5.

Table 8. Composite Scores of ELL Students in 2015 ACCESS for ELLs by Years of Enrollment in Massachusetts: Grade Cluster 1–2

Years of Enrollment	Number Tested	Oral Lang Scale Score	Oral Lang Prof Level	Compr Scale Score	Compr Prof Level	Literacy Scale Score	Literacy Prof Level
First Year	2,005	286	3.1	277	3.3	268	2.8
Second Year	6,376	323	4.3	290	4.3	279	3.3
Third Year	11,065	340	4.8	310	4.7	296	3.7
Fourth Year	802	344	4.9	312	4.7	298	3.5
Fifth Year or More	8	343	4.9	308	4.4	294	3.3
All Students	20,302	329	4.5	301	4.4	288	3.5

Grade Cluster 3–5

Students in grade cluster 3–5 performed at a proficiency level 4.8 in Oral Language and proficiency level 4.9 in Comprehension. Their performance in Literacy was slightly lower at proficiency level 4.6.

Table 9. Composite Scores of ELL Students in 2015 ACCESS for ELLs by Years of Enrollment in Massachusetts: Grade Cluster 3–5

Years of Enrollment	Number Tested	Oral Lang Scale Score	Oral Lang Prof Level	Compr Scale Score	Compr Prof Level	Literacy Scale Score	Literacy Prof Level
First Year	2,282	310	3.2	317	3.4	317	3.4
Second Year	1,522	344	4.1	337	4.2	335	4.0
Third Year	1,934	360	4.7	346	4.8	343	4.4
Fourth Year	6,608	364	5.1	346	5.2	345	4.9
Fifth Year or More	8,057	376	5.2	361	5.1	355	4.8
All Students	20,469	361	4.8	348	4.9	345	4.6

Grade Cluster 6–8

For each composite score area, performance improved consistently by year of enrollment for students in grade cluster 6–8 over the five-year period. First-year students attained a proficiency level of 3.0 in Oral Language, 3.1 in Comprehension, and 3.0 in Literacy. By the fifth year or more of enrollment, they performed at a proficiency level of 5.2 in Oral Language, 4.7 in Comprehension, and 3.9 in Literacy. All students in grade cluster 6–8 attained their highest composite score in Oral Language at a proficiency level of 4.6, while their proficiency level of 4.2 in Comprehension was followed by a Literacy proficiency of 3.7.

Table 10. Composite Scores of ELL Students in 2015 ACCESS for ELLs by Years of Enrollment in Massachusetts: Grade Cluster 6–8

Years of Enrollment	Number Tested	Oral Scale Score	Oral Perf Level	Compr Scale Score	Compr Perf Level	Literacy Scale Score	Literacy Perf Level
First Year	1,979	319	3.0	337	3.1	340	3.0
Second Year	1,458	358	3.9	358	3.8	354	3.5
Third Year	1,476	375	4.5	368	4.2	360	3.7
Fourth Year	998	385	4.9	372	4.4	361	3.8
Fifth Year or More	6,771	394	5.2	376	4.7	364	3.9
All Students	12,739	375	4.6	367	4.2	358	3.7

Grade Cluster 9–12

Like the performance in grade cluster 6–8, performance improved consistently by year of enrollment in each composite area for students in grade cluster 9–12. Students in their fifth or more year of enrollment attained a composite Oral Language proficiency level of 4.9, with a Comprehension proficiency level of 4.4 and Literacy, proficiency level of 4.3. In their first year of enrollment these students started with a composite Oral Language proficiency level of 2.8, Comprehension proficiency level of 2.9, and Literacy proficiency level of 3.2. Overall, students in grade cluster 9–12 performed best in Oral Language with a proficiency level of 4.0 and a Literacy and Comprehension level of 3.8.

Students in this grade cluster were distinct from the others in that they attained a similar Literacy and Comprehension scores.

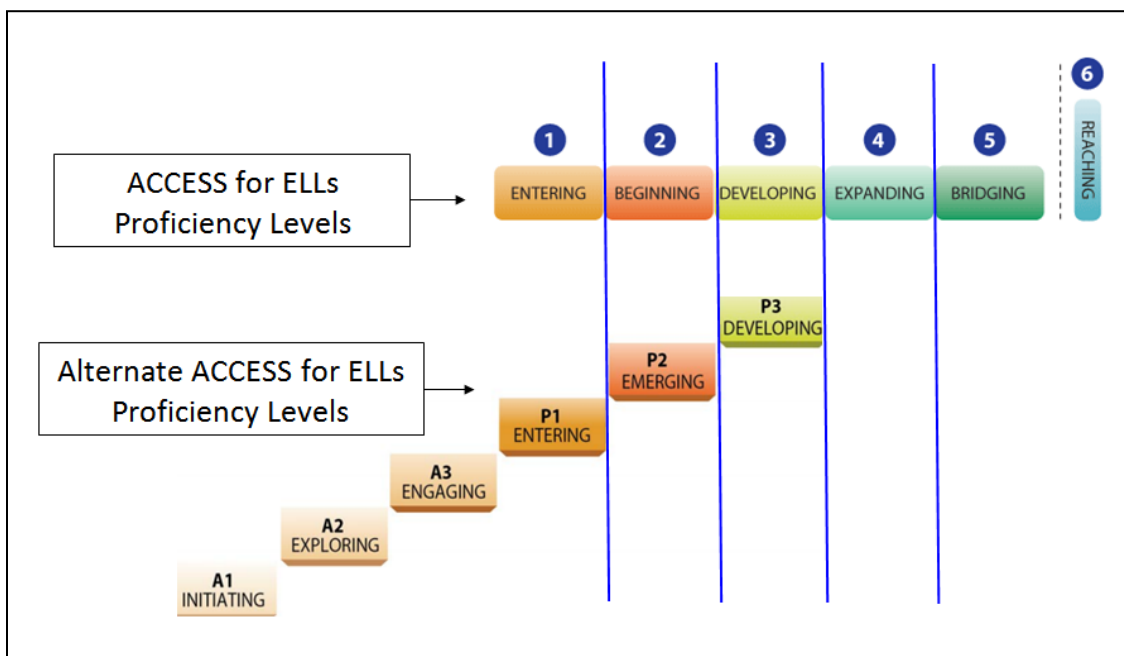
Table 11. Composite Scores of ELL Students in 2015 ACCESS for ELLs by Years of Enrollment in Massachusetts: Grade Cluster 9–12

Years of Enrollment	Number Tested	Oral Lang Scale Score	Oral Lang Prof Level	Compr Scale Score	Compr Prof Level	Literacy Scale Score	Literacy Prof Level
First Year	3,189	328	2.8	352	2.9	364	3.2
Second Year	2,304	361	3.5	369	3.5	377	3.6
Third Year	2,463	379	4.0	378	3.8	385	3.9
Fourth Year	1,361	386	4.3	384	4.1	389	4.1
Fifth Year or More	4,632	399	4.9	388	4.4	393	4.3
All Students	14,066	372	4.0	374	3.8	382	3.8

Performance on the Alternate ACCESS for ELLs

The Alternate ACCESS for ELLs results were reported at six proficiency levels: A1-Initiating, A2-Exploring, A3-Engaging, P1-Entering, P2-Emerging, and P3-Developing, and on a numerical scale from 900 to 960. Alternate ACCESS proficiency levels A1, A2, and A3 align with the lower, middle, and upper section respectively of ACCESS proficiency level 1-Entering. Alternate ACCESS proficiency levels P1, P2, and P3 coincide with ACCESS composite proficiency levels 1, 2, and 3 respectively (see Figure 1 below). See Appendix D for the performance definitions of the Alternate ACCESS for ELLs proficiency levels.

**Figure 1
Overlay of ACCESS and Alternate ACCESS Proficiency Levels**



Results for the 2015 Alternate ACCESS for ELLs test administration, disaggregated by years of enrollment for each grade cluster, are summarized below.

Alternate ACCESS: Grade Cluster 1–2

Eighteen percent of a total of 197 students who participated in the Alternate ACCESS for ELLs at grade cluster 1–2 attained Level P1. (Level P1 on the Alternate ACCESS is the equivalent of Level 1 on the ACCESS general assessment.) Fifteen percent achieved Level P2. Sixty-seven percent of the students performed below level P1.

Table 12. Performance of ELL Students in 2015 Alternate ACCESS for ELLs by Years of Enrollment in Massachusetts: Grade Cluster 1–2

Years of Enrollment	Number Tested	Average Scale Score	Percentage of Students at Each Alternate Performance Level					
			A1: Initiating	A2: Exploring	A3: Engaging	P1: Entering	P2: Emerging	P3: Developing
First Year	16	927	38	25	19	6	13	0
Second Year	28	934	11	18	39	21	11	0
Third Year	138	931	22	17	30	16	14	0
Fourth Year	15	940	0	20	7	40	33	0
Fifth Year or More	-	-	-	-	-	-	-	-
All Students	197	932	20	18	29	18	15	0

Alternate ACCESS: Grade Cluster 3–5

In grade cluster 3–5, the highest number of students attained Level P2, 52 percent. Twenty-five percent attained Level P1. Twenty-three percent of students performed below Level P1.

Table 13. Performance of ELL Students in 2015 Alternate ACCESS for ELLs by Years of Enrollment in Massachusetts: Grade Cluster 3-5

Years of Enrollment	Number Tested	Average Scale Score	Percentage of Students at Each Alternate Performance Level					
			A1: Initiating	A2: Exploring	A3: Engaging	P1: Entering	P2: Emerging	P3: Developing
First Year	12	930	25	17	33	8	17	0
Second Year	13	936	15	0	31	31	23	0
Third Year	31	940	6	10	10	26	48	0
Fourth Year	94	939	13	3	7	33	44	0
Fifth Year or More	187	942	6	3	9	21	61	0
All Students	340	940	9	4	10	25	52	0

Alternate ACCESS: Grade Cluster 6–8

Forty-nine percent of ELLs in grade cluster 6–8 attained Level P2. Twenty-five percent of students in this grade cluster attained Level P1, while 26 percent attained below Level 1.

Table 14. Performance of ELL Students in 2015 Alternate ACCESS for ELLs by Years of Enrollment in Massachusetts: Grade Cluster 6-8

Years of Enrollment	Number Tested	Average Scale Score	Percentage of Students at Each Alternate Performance Level					
			A1: Initiating	A2: Exploring	A3: Engaging	P1: Entering	P2: Emerging	P3: Developing
First Year	11	933	9	9	55	27	0	0
Second Year	19	936	16	0	32	37	16	0
Third Year	30	937	13	3	20	30	33	0
Fourth Year	13	936	23	0	15	23	38	0
Fifth Year or More	219	941	8	4	7	23	58	0
All Students	293	940	10	4	12	25	49	0

Alternate ACCESS: Grade Cluster 9–12

Thirty percent of the students at grade cluster 9–12 who took the Alternate ACCESS attained Level P1. Twenty-five percent attained Level P2, while 45 percent performed below Level P1. Among students performing below Level P1, 23 percent attained the next highest level, Level A3.

Table 15. Performance of ELL Students in 2015 Alternate ACCESS for ELLs by Years of Enrollment in Massachusetts: Grade Cluster 9-12

Years of Enrollment	Number Tested	Average Scale Score	Percentage of Students at Each Alternate Performance Level					
			A1: Initiating	A2: Exploring	A3: Engaging	P1: Entering	P2: Emerging	P3: Developing
First Year	17	929	12	53	24	6	6	0
Second Year	19	932	26	16	5	37	16	0
Third Year	33	937	6	9	30	45	9	0
Fourth Year	32	938	3	3	34	34	25	0
Fifth Year or More	256	936	13	7	23	28	29	0
All Students	358	936	12	10	23	30	25	0

Alternate ACCESS for ELLs Composite Scores

Students who took the Alternate ACCESS for ELLs received three composite scores, in addition to an overall composite score, which provided details and a context for their performance. The composite scores included oral language, comprehension, and literacy, and were derived from a combination of weighted scale scores from the four language domains in the same proportions as for the ACCESS for ELLs, as follows:

- Oral Language (Oral Lang)—combining equally weighted scale scores for Listening and Speaking (50% each)
- Comprehension (Compr)—combining scale scores for Listening (30%) and Reading (70%)
- Literacy—combining equally weighted scale scores for Reading and Writing (50% each)

The overall composite proficiency levels were reported on the scale of A1–A2–A3–P1–P2–P3, and as scale scores. The tables below provide median scale scores for students who took the Alternate ACCESS for ELLs. Appendix B provides a crosswalk of the Alternate ACCESS for ELLs proficiency level scores and the scale scores, and shows the cut scores for each level. Note: cut scores vary in each domain.

Alternate ACCESS: Grade Cluster 1–2

In grade cluster 1–2, students performed best in Oral Language with an average scale score of 934, with cut scores for P2 at 944. Performance in Comprehension and Literacy followed closely with average scale scores 933 and 931, with cut scores for P2 at 942 and 945 respectively for these domains.

**Table 16. Composite Scores of ELL Students in 2015
Alternate ACCESS for ELLs by Years of Enrollment in Massachusetts:
Grade Cluster 1-2**

Years of Enrollment	Number Tested	Oral Scale Score	Comprehension Scale Score	Literacy Scale Score
First Year	16	930	930	926
Second Year	28	937	935	933
Third Year	138	934	932	931
Fourth Year	15	940	942	940
Fifth Year or More	-	-	-	-
All Students	197	934	933	931

Alternate ACCESS: Grade Cluster 3–5

Performance in grade cluster 3–5 showed a slight improvement over that of students in grade cluster 1–2. Students also performed best in Oral Language with an average scale score of 942, with cut scores for P2 at 944. Performance in Comprehension and Literacy followed closely with average scale scores 941 and 940, with cut scores for P2 at 942 and 945 respectively. At this grade cluster, there was a steady improvement for each year of enrollment.

**Table 17. Composite Scores of ELL Students in 2015
Alternate ACCESS for ELLs by Years of Enrollment in Massachusetts:
Grade Cluster 3–5**

Years of Enrollment	Number Tested	Oral Scale Score	Comprehension Scale Score	Literacy Scale Score
First Year	12	932	932	930
Second Year	13	939	936	935
Third Year	31	942	941	939
Fourth Year	94	941	940	939
Fifth Year or More	187	943	942	942
All Students	340	942	941	940

Alternate ACCESS: Grade Cluster 6–8

Students in grade cluster 6–8 performed best in Comprehension. They attained an average scale score of 942, with cut scores for P2 in Comprehension at 942. The Oral Language scale score average was 941, but with cut scores for P2 at 944, this was slightly lower than the average Comprehension scale score.

**Table 18. Composite Scores of ELL Students in 2015
Alternate ACCESS for ELLs by Years of Enrollment in Massachusetts:
Grade Cluster 6–8**

Years of Enrollment	Number Tested	Oral Scale Score	Comprehension Scale Score	Literacy Scale Score
First Year	11	936	936	933
Second Year	19	939	940	935
Third Year	30	939	939	937
Fourth Year	13	936	937	936
Fifth Year or More	219	942	943	941
All Students	293	941	942	940

Alternate ACCESS: Grade Cluster 9–12

As with the grade cluster 6–8, students in grade cluster 9–12 performed best in Comprehension. They attained an average scale score of 938, with cut scores for P2 in Comprehension at 942. The Oral Language scale score average was 937, but with cut scores for P2 at 944, this was slightly lower than the average Comprehension scale score.

**Table 19. Composite Scores of ELL Students in 2015
Alternate ACCESS for ELLs by Years of Enrollment in Massachusetts:
Grade Cluster 9–12**

Years of Enrollment	Number Tested	Oral Scale Score	Comprehension Scale Score	Literacy Scale Score
First Year	17	930	933	929
Second Year	19	932	933	932
Third Year	33	938	939	936
Fourth Year	32	940	940	938
Fifth Year or More	256	938	938	936
All Students	358	937	938	936

Annual “Growth-to-Proficiency” Targets to Measure Progress Toward English Proficiency

Massachusetts is required under Title III of the No Child Left Behind (NCLB) law to establish Annual Measurable Achievement Objectives (AMAOs) for the English language acquisition and academic achievement of students who are classified as English language learners. AMAOs are established for districts that have reported at least 100 ELL students in grades K–12, and consist of three categories: (1) progress toward acquiring English language proficiency from one year to the next; (2) attainment of English proficiency based on performance on the ACCESS test; and (3) performance by the ELL/former ELL subgroup on statewide academic tests. Massachusetts has been approved by the U.S. Department of Education to use the method described below for calculating progress (AMAO 1).

AMAO 1: Progress

Massachusetts will calculate **progress** based on the results of two administrations of ACCESS tests, including the current and most recent year of administration, according to the following steps:

1. Set growth-to-proficiency targets for Massachusetts students using historical data from WIDA member states. Targets are based on the growth needed to reach English language proficiency (ACCESS Level 5) within six years in a Massachusetts school. Targets are shown in the table below;
2. Calculate Student Growth Percentiles for ACCESS (SGPAs), a number between 0–99, for each Massachusetts student who took ACCESS tests in two successive years, and compare the SGPA with the growth-to-proficiency target based on the prior year’s proficiency level and the number of years attending a Massachusetts school. If so, then the student is “on track” toward attainment of English proficiency within six years.

The minimum SGPAs necessary for a student to reach proficiency level 5 in a total of 6 years are shown below. In each successive year in a U.S. school (1–5+), the student must attain (or exceed) the SGPA listed in the matrix for a student at that proficiency level in order to be “on track” to reach Level 5 by the end of year 6. The SGPA targets needed by a student in each category to make progress toward proficiency are shown below.

Figure 2.
Growth-to-Proficiency Targets Based on the SGPA Needed By Students to Make Progress Toward English Proficiency

	ACCESS Level 1	ACCESS Level 2	ACCESS Level 3	ACCESS Level 4	ACCESS Level 5	ACCESS Level 6
<i>Prior Yrs in MA</i> 1	50	49	41	33	*	*
2	60	55	42	33	*	*
3	66	57	37	30	*	*
4	86	79	64	49	*	*
5+	91	89	83	72	*	*

* Students in Levels 5 and 6 are required to **gain at least one point** on the ACCESS vertical score scale **AND remain at least in Level 5.**

**Table 20. Progress of ELL Students Participating in 2014 and 2015
ACCESS for ELLs
by Grade Cluster and Years of Enrollment in Massachusetts**

Grade Cluster/ Years of Enrollment	Number Tested	Percentage of Students Making Progress
Grades 1–2		
First Year	105	51
Second Year	5890	58
Third Year	10495	60
Fourth Year	732	46
Fifth Year	4	25
All Students	17226	59
Grades 3–5		
First Year	51	67
Second Year	1226	79
Third Year	1832	74
Fourth Year	6378	74
Fifth Year	7516	53
All Students	17003	65
Grades 6–8		
First Year	28	75
Second Year	1204	77
Third Year	1454	76
Fourth Year	962	72
Fifth Year	6665	32
All Students	10313	47
Grades 9–12		
First Year	80	38
Second Year	1898	61
Third Year	2485	59
Fourth Year	1392	56
Fifth Year	5118	27
All Students	10973	44
Total		
First Year	264	53
Second Year	10218	64
Third Year	16266	63
Fourth Year	9464	69
Fifth Year	19303	39
All Students	55515	56

III. Performance of ELL Students from the State’s Highest-Incidence First Language Groups

Table 21 shows the number and percent of the highest incidence languages spoken by Massachusetts students in 2015. Tables 22–29 show the results of ELL students on the spring 2015 ACCESS for ELLs tests by grade cluster and years of enrollment, disaggregated for the eight highest incidence first languages of participating students: Spanish, Portuguese, Chinese, Haitian Creole, Cape Verdean, Arabic, Vietnamese, and Khmer/Khmai. Appendix F provides the number and percentage of enrolled ELL students for the 20 highest-incidence first language groups in the state.

Table 21.
Number and Percentage of Enrolled ELL Students by Highest-incidence First (Native) Languages

	First Language^a	Number	Percent
1.	Spanish	43,705	54.3
2.	Portuguese	5,980	7.4
3.	Chinese ^b	4,045	5.0
4.	Haitian Creole	3,892	4.8
5.	Cape Verdean	3,265	4.1
6.	Arabic	2,791	3.5
7.	Vietnamese	2,528	3.1
8.	Khmer/Khmai	1,686	2.1
9.	Russian	1,112	1.4
10.	Nepali	672	0.8
11.	Somali	645	0.8
12.	French	572	0.7
13.	Twi	570	0.7
14.	English	522	0.6
15.	Albanian	443	0.5
16.	Korean	415	0.5
17.	Japanese	398	0.5
18.	Swahili	379	0.5
19.	Hindi	325	0.4
20.	Urdu	299	0.4

^aData of the 20 highest-incidence first language groups were based on March 2015 SIMS data.

^bThe Chinese language group includes the students whose first language was reported in SIMS as Chinese, Cantonese, Mandarin, Fukien, or Taiwanese.

**Table 22. Performance of ELL Students on 2015 ACCESS for ELLs
by Grade Cluster and Years of Enrollment in Massachusetts
First Language: SPANISH**

Grade Cluster / Years of Enrollment	Number Tested	Average Scale Score	Percentage of Students at Each Performance Level					
			Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Grade K								
First Year	3,969	213	64	16	10	6	3	0
Second Year	834	224	57	17	13	10	3	0
Third Year	75	235	53	11	17	13	5	-
Fourth Year	0	-	-	-	-	-	-	-
Fifth Year or More	0	-	-	-	-	-	-	-
All Students	4,878	215	63	16	11	7	3	0
Grade 1-2								
First Year	918	272	39	34	20	6	1	0
Second Year	3,109	291	3	23	56	15	3	0
Third Year	6,061	314	2	12	48	29	8	1
Fourth Year	551	324	3	9	49	34	5	0
Fifth Year or More	4	309	0	0	50	50	0	-
All Students	10,643	304	6	17	48	23	6	1
Grade 3-5								
First Year	1,073	309	27	34	21	13	4	1
Second Year	739	338	6	18	35	29	8	4
Third Year	954	358	3	8	25	38	19	7
Fourth Year	3,633	358	1	3	13	40	31	13
Fifth Year or More	5,028	373	1	3	13	39	33	10
All Students	11,427	359	4	7	16	36	27	9
Grade 6-8								
First Year	1,045	328	39	34	17	7	2	1
Second Year	758	355	12	32	34	14	6	1
Third Year	715	370	5	18	40	26	10	2
Fourth Year	596	374	3	14	38	29	13	2
Fifth Year or More	4,364	390	2	7	30	41	18	1
All Students	7,478	375	9	15	30	31	13	1
Grade 9-12								
First Year	1,881	345	39	40	12	5	2	2
Second Year	1,240	366	17	39	23	14	5	3
Third Year	1,183	383	8	24	35	20	9	3
Fourth Year	741	400	6	19	32	23	14	6
Fifth Year or More	3,056	422	6	10	22	30	24	7
All Students	8,101	388	16	24	23	20	13	5

**Table 23. Performance of ELL Students on 2015 ACCESS for ELLs
by Grade Cluster and Years of Enrollment in Massachusetts
First Language: PORTUGUESE**

Grade Cluster / Years of Enrollment	Number Tested	Average Scale Score	Percentage of Students at Each Performance Level					
			Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Grade K								
First Year	755	226	55	19	15	7	3	0
Second Year	113	226	56	20	13	8	3	0
Third Year	6	237	50	33	0	17	0	-
Fourth Year	0	-	-	-	-	-	-	-
Fifth Year or More	0	-	-	-	-	-	-	-
All Students	874	226	55	19	15	7	3	0
Grade 1-2								
First Year	157	271	26	35	28	9	2	0
Second Year	748	295	2	16	58	19	4	1
Third Year	957	318	1	6	42	36	13	1
Fourth Year	78	312	3	3	49	37	9	0
Fifth Year or More	1	325	0	0	0	100	0	0
All Students	1,941	305	4	12	48	28	9	1
Grade 3-5								
First Year	162	311	21	31	29	14	3	2
Second Year	110	346	0	8	29	40	11	12
Third Year	155	357	2	5	26	26	25	16
Fourth Year	595	355	1	1	10	38	35	16
Fifth Year or More	549	367	0	1	8	38	35	17
All Students	1,571	354	3	5	14	35	29	15
Grade 6-8								
First Year	158	342	24	33	19	16	4	4
Second Year	107	366	4	22	28	27	15	4
Third Year	112	384	2	7	25	34	29	4
Fourth Year	40	380	0	3	23	33	33	10
Fifth Year or More	292	388	1	2	14	44	35	4
All Students	709	373	6	13	19	33	24	4
Grade 9-12								
First Year	227	365	15	33	26	17	4	6
Second Year	158	384	4	14	38	29	10	4
Third Year	205	394	1	7	25	34	24	9
Fourth Year	57	396	2	11	23	28	23	14
Fifth Year or More	130	406	1	5	18	30	28	18
All Students	777	386	6	16	27	27	16	9

**Table 24. Performance of ELL Students on 2015 ACCESS for ELLs
by Grade Cluster and Years of Enrollment in Massachusetts
First Language: CHINESE**

Grade Cluster / Years of Enrollment	Number Tested	Average Scale Score	Percentage of Students at Each Performance Level					
			Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Grade K								
First Year	590	241	40	19	17	14	8	1
Second Year	74	241	42	9	26	18	5	0
Third Year	2	252	0	100	0	0	0	0
Fourth Year	0	-	-	-	-	-	-	-
Fifth Year or More	0	-	-	-	-	-	-	-
All Students	666	241	40	18	18	15	8	1
Grade 1-2								
First Year	154	291	16	23	41	11	6	3
Second Year	476	302	1	10	46	28	9	6
Third Year	654	323	1	3	32	35	18	10
Fourth Year	7	313	0	14	71	0	14	0
Fifth Year or More	0	-	-	-	-	-	-	-
All Students	1,291	311	3	8	39	29	13	8
Grade 3-5								
First Year	170	330	6	19	36	24	8	7
Second Year	68	352	0	3	25	35	15	22
Third Year	100	360	1	5	10	41	13	30
Fourth Year	341	359	0	0	4	34	29	33
Fifth Year or More	292	386	1	1	1	27	28	42
All Students	971	362	1	4	11	31	22	30
Grade 6-8								
First Year	120	354	5	28	29	31	3	4
Second Year	66	377	0	12	20	35	20	14
Third Year	60	383	2	3	38	28	23	5
Fourth Year	37	375	3	3	32	32	24	5
Fifth Year or More	153	408	2	4	10	35	40	9
All Students	436	382	3	11	23	33	23	8
Grade 9-12								
First Year	152	383	7	20	24	23	14	12
Second Year	94	400	7	13	22	16	17	24
Third Year	160	393	4	14	29	23	17	12
Fourth Year	65	392	8	20	17	38	14	3
Fifth Year or More	157	433	8	11	14	15	25	26
All Students	628	401	7	15	22	22	18	16

**Table 25. Performance of ELL Students on 2015 ACCESS for ELLs
by Grade Cluster and Years of Enrollment in Massachusetts
First Language: HAITIAN CREOLE**

Grade Cluster / Years of Enrollment	Number Tested	Average Scale Score	Percentage of Students at Each Performance Level					
			Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Grade K								
First Year	222	227	56	17	14	7	5	1
Second Year	54	239	48	20	9	13	7	2
Third Year	3	221	33	33	0	33	0	0
Fourth Year	0	-	-	-	-	-	-	-
Fifth Year or More	0	-	-	-	-	-	-	-
All Students	279	230	54	18	13	9	6	1
Grade 1-2								
First Year	72	280	14	36	35	11	4	0
Second Year	224	295	3	18	54	21	4	0
Third Year	407	324	4	11	41	32	10	1
Fourth Year	28	339	4	4	50	29	14	0
Fifth Year or More	-	-	-	-	-	-	-	-
All Students	731	312	4	15	45	27	8	1
Grade 3-5								
First Year	86	328	16	24	26	23	7	3
Second Year	70	337	6	7	29	41	11	6
Third Year	119	349	3	3	29	34	19	11
Fourth Year	277	360	1	3	12	35	35	13
Fifth Year or More	361	377	1	2	12	42	33	9
All Students	913	361	3	5	17	37	28	10
Grade 6-8								
First Year	84	338	20	26	36	15	2	0
Second Year	79	377	3	19	35	33	8	3
Third Year	128	392	2	5	32	43	16	2
Fourth Year	76	373	1	9	25	33	29	3
Fifth Year or More	393	396	2	6	25	45	21	2
All Students	760	385	4	10	28	39	18	2
Grade 9-12								
First Year	188	362	18	36	25	12	5	4
Second Year	190	384	6	28	32	19	12	3
Third Year	249	392	4	13	34	26	16	7
Fourth Year	130	421	4	8	26	33	19	9
Fifth Year or More	349	426	5	8	18	29	30	9
All Students	1,106	399	7	18	26	24	18	7

**Table 26. Performance of ELL Students on 2015 ACCESS for ELLs
by Grade Cluster and Years of Enrollment in Massachusetts
First Language: CAPE VERDEAN**

Grade Cluster / Years of Enrollment	Number Tested	Average Scale Score	Percentage of Students at Each Performance Level						
			Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
Grade K									
First Year	211	212	72	12	8	5	2	0	
Second Year	29	230	59	21	10	3	7	0	
Third Year	3	173	67	33	0	0	0	0	
Fourth Year	0	-	-	-	-	-	-	-	
Fifth Year or More	0	-	-	-	-	-	-	-	
All Students	243	213	70	14	8	5	3	0	
Grade 1-2									
First Year	31	258	55	23	23	0	0	0	
Second Year	201	286	4	37	45	12	1	0	
Third Year	321	308	1	11	52	28	8	0	
Fourth Year	30	310	0	10	47	40	3	0	
Fifth Year or More	0	-	-	-	-	-	-	-	
All Students	583	298	5	20	48	22	5	0	
Grade 3-5									
First Year	1	62	297	24	44	23	8	2	
Second Year	2	67	315	3	42	43	12	0	
Third Year	3	81	344	1	14	40	31	14	
Fourth Year	4	236	356	1	3	17	34	36	
Fifth Year or More	5+	275	372	1	3	16	42	32	
All Students	721	352	3	11	22	33	26	5	
Grade 6-8									
First Year	57	323	37	44	14	4	2	0	
Second Year	78	359	8	28	41	21	3	0	
Third Year	96	376	4	22	40	23	11	0	
Fourth Year	68	378	1	12	32	32	21	1	
Fifth Year or More	360	387	1	5	21	49	23	0	
All Students	659	376	6	14	27	36	17	0	
Grade 9-12									
First Year	162	362	15	44	26	9	2	4	
Second Year	171	384	5	23	39	18	12	2	
Third Year	184	397	4	15	41	27	11	2	
Fourth Year	113	397	4	7	41	30	17	1	
Fifth Year or More	362	422	4	7	21	32	31	4	
All Students	992	398	6	17	31	25	18	3	

**Table 27. Performance of ELL Students on 2015 ACCESS for ELLs
by Grade Cluster and Years of Enrollment in Massachusetts
First Language: ARABIC**

Grade Cluster / Years of Enrollment	Number Tested	Average Scale Score	Percentage of Students at Each Performance Level					
			Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Grade K								
First Year	311	220	58	16	14	8	3	1
Second Year	66	227	55	18	11	11	6	0
Third Year	4	252	25	25	25	25	0	0
Fourth Year	0	0	0	0	0	0	0	0
Fifth Year or More	0	0	0	0	0	0	0	0
All Students	381	222	57	17	14	9	3	1
Grade 1-2								
First Year	128	278	33	34	26	5	1	1
Second Year	237	301	4	19	51	21	4	1
Third Year	344	321	1	7	35	40	15	2
Fourth Year	15	319	0	13	20	47	20	0
Fifth Year or More	0	-	-	-	-	-	-	-
All Students	724	307	8	16	39	28	9	1
Grade 3-5								
First Year	151	316	23	31	23	17	5	2
Second Year	111	351	6	15	29	35	6	8
Third Year	118	355	2	5	20	38	20	14
Fourth Year	185	365	1	1	7	31	38	23
Fifth Year or More	158	381	1	3	6	28	38	23
All Students	723	355	7	11	16	29	23	15
Grade 6-8								
First Year	117	332	33	26	26	12	3	0
Second Year	86	362	8	26	28	23	10	5
Third Year	88	365	1	8	43	28	18	1
Fourth Year	38	376	0	3	18	42	34	3
Fifth Year or More	125	381	0	6	23	35	31	5
All Students	454	361	10	15	28	26	18	3
Grade 9-12								
First Year	117	362	22	26	20	15	15	3
Second Year	87	377	11	18	22	29	11	8
Third Year	96	384	5	17	30	21	23	4
Fourth Year	33	397	3	3	24	39	18	12
Fifth Year or More	108	399	1	7	26	24	26	16
All Students	441	382	10	16	24	23	19	8

**Table 28. Performance of ELL Students on 2015 ACCESS for ELLs
by Grade Cluster and Years of Enrollment in Massachusetts
First Language: VIETNAMESE**

Grade Cluster / Years of Enrollment	Number Tested	Average Scale Score	Percentage of Students at Each Performance Level					
			Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Grade K								
First Year	276	233	50	17	16	9	7	1
Second Year	53	240	40	17	26	11	6	0
Third Year	4	257	25	25	25	0	25	0
Fourth Year	0	-	-	-	-	-	-	-
Fifth Year or More	0	-	-	-	-	-	-	-
All Students	333	235	48	17	18	9	7	1
Grade 1-2								
First Year	31	282	16	32	35	10	6	0
Second Year	187	307	4	13	44	28	9	2
Third Year	536	322	1	5	33	37	19	5
Fourth Year	21	317	0	0	52	38	10	0
Fifth Year or More	0	-	-	-	-	-	-	-
All Students	775	317	2	8	36	34	16	4
Grade 3-5								
First Year	36	309	25	39	17	8	6	6
Second Year	29	347	0	7	38	31	10	14
Third Year	32	353	0	3	25	38	9	25
Fourth Year	271	367	1	1	4	26	31	37
Fifth Year or More	311	388	2	1	3	21	40	33
All Students	679	372	3	3	7	24	32	32
Grade 6-8								
First Year	38	341	21	32	18	18	8	3
Second Year	29	368	0	14	41	31	3	10
Third Year	35	387	3	11	29	31	23	3
Fourth Year	11	377	0	9	18	45	18	9
Fifth Year or More	231	409	2	4	10	46	33	5
All Students	344	395	4	9	16	40	26	5
Grade 9-12								
First Year	70	367	11	33	29	17	6	4
Second Year	69	387	0	19	36	29	10	6
Third Year	53	408	4	13	19	32	21	11
Fourth Year	34	392	6	6	24	41	15	9
Fifth Year or More	117	470	13	6	14	24	26	17
All Students	343	415	8	15	23	27	17	10

**Table 29. Performance of ELL Students on 2015 ACCESS for ELLs
by Grade Cluster and Years of Enrollment in Massachusetts
First Language: KHMER/KHMAI**

Grade Cluster / Years of Enrollment	Number Tested	Average Scale Score	Percentage of Students at Each Performance Level					
			Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Grade K								
First Year	182	225	54	16	20	8	2	0
Second Year	26	244	42	27	23	4	4	0
Third Year	2	238	50	50	0	0	0	0
Fourth Year	0	-	-	-	-	-	-	-
Fifth Year or More	0	-	-	-	-	-	-	-
All Students	210	228	53	18	20	7	2	0
Grade 1-2								
First Year	4	296	0	25	75	0	0	0
Second Year	132	293	2	11	60	22	5	0
Third Year	284	313	1	8	42	36	10	3
Fourth Year	15	395	7	13	53	20	7	0
Fifth Year or More	1	324	0	0	0	100	0	0
All Students	436	310	1	9	48	31	8	2
Grade 3-5								
First Year	3	347	0	33	0	0	67	0
Second Year	6	339	0	0	17	83	0	0
Third Year	13	350	0	0	23	54	0	23
Fourth Year	198	349	0	1	12	39	30	18
Fifth Year or More	351	369	0	1	12	28	40	19
All Students	571	361	0	1	12	33	36	18
Grade 6-8								
First Year	3	359	0	33	33	0	33	0
Second Year	10	350	0	30	60	0	10	0
Third Year	6	368	0	0	33	67	0	0
Fourth Year	8	370	0	0	38	50	13	0
Fifth Year or More	335	379	1	3	23	49	21	4
All Students	362	377	1	4	25	47	20	4
Grade 9-12								
First Year	7	379	0	43	14	29	0	14
Second Year	5	398	0	20	0	40	20	20
Third Year	13	427	15	23	15	23	23	0
Fourth Year	14	391	0	7	29	50	14	0
Fifth Year or More	58	409	2	3	17	31	34	12
All Students	97	406	3	10	18	33	27	9

Appendix A. ACCESS for ELLs Proficiency Level Cut Scores by Grade Level for Overall (Composite) Score

Six WIDA English Language Proficiency levels are used to report ACCESS for ELLs results: 1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching. The cut score levels (based on scale scores) used for the overall scores for each grade level are shown below:

Grade	<i>ACCESS for ELLs Proficiency Level</i>					
	Cut Scores					
	1.0	2.0	3.0	4.0	5.0	6.0
K	145	237	263	288	307	329
1	162	249	277	303	321	344
2	168	261	290	316	335	357
3	174	272	303	328	347	369
4	179	283	314	340	359	380
5	185	293	324	350	369	390
6	191	302	334	359	379	399
7	197	311	342	368	386	407
8	203	319	350	375	394	414
9	208	327	357	382	400	419
10	214	333	363	387	405	424
11	220	340	368	391	409	427
12	226	346	372	395	413	430

Appendix B. Alternate ACCESS for ELLs Proficiency Level Cut Scores by Domain and Composite Score

Domain	A1	A2	A3	P1	P2	P3
Listening	900	925	932	937	942	
Reading	900	924	932	937	942	
Speaking	900	925	930	939	945	
Writing	900	923	931	938	947	953
Oral Composite	900	925	931	938	944	
Literacy Composite	900	924	932	938	945	
Comprehension Composite	900	924	932	937	942	
Overall Composite	900	924	931	938	944	

Appendix C. Performance Definitions for the Levels of English Language Proficiency

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

<p>6 - Reaching</p>	<ul style="list-style-type: none"> • specialized or technical language reflective of the content area 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 proficient English peers
<p>5 - Bridging</p>	<ul style="list-style-type: none"> • 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
<p>4 - Expanding</p>	<ul style="list-style-type: none"> • 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
<p>3 - Developing</p>	<ul style="list-style-type: none"> • 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
<p>2 - Emerging</p>	<ul style="list-style-type: none"> • 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
<p>1 - Entering</p>	<ul style="list-style-type: none"> • 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 statement with sensory, graphic or interactive support

Appendix D. Alternate ACCESS for ELLs Performance Definitions

At each grade level, toward the end of a given alternate level of English Proficiency, and with instructional support within sociocultural contexts for language use.

Alternate Proficiency Levels	English language learners will produce (Productive):	English language learners will process (Receptive):
Level P3-Developing	<ul style="list-style-type: none"> • Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas • Receptive grammatical structures with occasional variation • Sentence patterns across content areas • Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple ideas 	<p>Note: Students may score at Level P3 in the domain of Writing only. The domains of Listening, Speaking, and Reading do not include test items targeting alternate proficiency level P3 and above; therefore, students taking the Alternate ACCESS cannot score at English language proficiency Level P3 in those domains.</p>
Level P2-Emerging	<ul style="list-style-type: none"> • General content words and expressions across content areas • Social and instructional words and expressions across content areas • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas • Phrases or short sentences • Emerging expression of ideas 	<ul style="list-style-type: none"> • General content words and expressions, including cognates • Social and instructional words and expressions across content areas • Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas • Multiple related simple statements • An idea with details
Level P1-Entering	<ul style="list-style-type: none"> • General content-related words • Everyday social and instructional words and expressions • Phrase-level grammatical structures • Phrasal patterns associated with common social and instructional situations • Words, phrases, or chunks of language • Single words used to represent ideas 	<ul style="list-style-type: none"> • General content-related words • Social and instructional words and expressions • Simple grammatical constructions • Common social and instructional forms and patterns • Single statements or questions • An idea within words, phrases, or chunks of language
Level A3-Engaging	<ul style="list-style-type: none"> • Familiar words associated with daily routine • Representations of sounds, words, or ideas with drawing symbols, letters, or numbers • Routinely practiced patterns associated with common social and instructional situations • Oral approximations of words or phrases • Symbols or letters to represent ideas 	<ul style="list-style-type: none"> • Symbols, letters and/or numbers • Spoken social and instructional words and familiar expressions • Routinely practiced social and instructional forms and patterns • Familiar statements or questions associated with daily routine • An idea within visual representations or familiar language
Level A2-Exploring	<ul style="list-style-type: none"> • Different sounds and gestures to communicate • Markings or symbols to communicate (e.g., with writing utensil or assistive device) • Approximations of routinely practiced words • Varied tone and inflection to convey needs, desires, or moods (to convey adherence to social norms) 	<ul style="list-style-type: none"> • Routinely practiced oral cues • Familiar visual representations associated with daily routines • environmental symbols and shapes • Spoken words associated with familiar people, daily routing, and/or environment
Level A-1 Initiating	<ul style="list-style-type: none"> • Imitations of sounds • Varied body movements to communicate (e.g., eye gaze, grasp writing utensil) 	<p>Familiar voices and communicative sounds Change in expression (e.g. facial, body, vocal)</p>

Appendix E. Features of the ACCESS for ELLs Tests

Test Feature	Description
Students tested in grade-level clusters	Grades K; 1-2; 3-5; 6-8; 9-12
Tests administered in “Tiers”	Depending on English proficiency level, the student takes a grade-cluster test at either: <ul style="list-style-type: none"> • Tier A (low English language proficiency) • Tier B (intermediate English language proficiency) • Tier C (high English language proficiency)
Scores reported as a Proficiency Level	Proficiency <i>Level 1–Level 6</i> 1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching Also reported as a whole number and decimal to denote placement within each level; e.g., 3.4
Scores reported as a Scale Score	Score Range: 100–600
Scores reported to Parent/Guardians, Schools, and Districts	Proficiency levels in: <ul style="list-style-type: none"> • Each Domain: Reading, Writing, Listening, and Speaking • Four Composite Areas: <ul style="list-style-type: none"> – Oral Language (Listening 50% and Speaking 50%) – Literacy (Reading 50% and Writing 50%) – Comprehension (Listening 30% and Reading 70%) – Overall (15% Listening, 15% Speaking, 35% Reading, and 35% Writing)
Standards Assessed by the Test	WIDA English Language Development Standards: <ul style="list-style-type: none"> • Social and Instructional Language • Language of English Language Arts • Language of Mathematics • Language of Science • Language of Social Studies