

## **ACCESS FOR ELLS English Language Proficiency Test**

A state assessment, federally mandated on an annual basis, for students in grades K-12. It measures Listening, Speaking, Reading, Writing, Oral Language, Literacy, and Comprehension. It is a computerized administrated assessment except for Kindergarten students.

### **Proficiency Levels**

- 1- Entering-** knows and uses minimal social language and minimal academic language with visual and graphic support.
- 2- Emerging-** knows and uses some social English and general academic language with visual and graphic support.
- 3- Developing-** knows and uses social English and some specific academic language with visual and graphic support.
- 4- Expanding-** knows and uses social English and some technical academic language
- 5- Bridging-** knows and uses social and academic language working with grade level material
- 6- Reaching-** knows and uses social and academic language at the highest level.

School Year 2015-2016 Maine Department of Education was using Proficiency Level 6 to exit students from programming.

School Year 2016-2017 WIDA re-calibrated ACCESS test. By all accounts it was more difficult and schools could not compare growth from prior year because test had changed. Maine Department of Education dropped exit criteria to Proficiency Level 5.

Per DOE guidance up until SY 15-16, expected annual growth for students was .4

**WIDA ACCESS FOR ELLs  
English Language Proficiency Test**

**2015-2016 Data  
93 Students k-12**

**Cony**

36 Participants

***Proficiency Levels Achieved***

1 Entering-	13.89%
2 Emerging-	16.67%
3 Developing	11.11%
4 Expanding-	27.78%
5 Bridging-	19.44%
6 Reaching-	11.11%

**Farrington**

48 Participants

***Proficiency Levels Achieved***

1 Entering -	20.83%
2 Emerging-	25.0%
3 Developing-	31.25%
4 Expanding-	12.5%
5 Bridging	10.42%
6 Reaching-	0%

**Hussey/Gilbert/Lincoln**

7 Participants

***Proficiency Levels Achieved***

1 Entering-	0%
2 Emerging-	14.28%
3 Developing-	14.28%
4 Expanding-	14.28%
5 Bridging-	42.85%
6 Reaching-	0%

**2016-2017 Data  
133 Students k-12**

**Cony**

55 Participants

***Proficiency Levels Achieved***

1 Entering	27.27%
2 Emerging	18.18%
3 Developing	34.54%
4 Expanding	18.18%
5 Bridging	1.8%
6 Reaching	0%

**Farrington**

67 Participants

***Proficiency Levels Achieved***

1 Entering	37.31%
2 Emerging	11.94%
3 Developing	34.32%
4 Expanding	13.43%
5 Bridging	2.9%
6 Reaching	0%

**Hussey/Gilbert/Lincoln**

11 Participants

***Proficiency Levels Achieved***

1 Entering	0%
2 Emerging	27.27%
3 Developing	9.0%
4 Expanding	45.45%
5 Bridging	9.0%
6 Reaching	9.0%

**2017-2018 Data  
147 Students k-12**

**Cony**

73 Participants

***Proficiency Levels Achieved***

1 Entering	10.95%
2 Emerging	14.43%
3 Developing	32.54%
4 Expanding	43.20%
5 Bridging	0%
6 Reaching	0%

**Farrington**

62 Participants

***Proficiency Levels Achieved***

1 Entering	20.96%
2 Emerging	20.96%
3 Developing	30.64%
4 Expanding	22.58%
5 Bridging	4.8%
6 Reaching	0%

**Hussey/Gilbert/Lincoln**

12 Participants

***Proficiency Levels Achieved***

1 Entering	8.3%
2 Emerging	8.3%
3 Developing	0%
4 Expanding	66.66%
5 Bridging	16.66%
6 Reaching	0%

<b>rade</b>	<b>Access 2018</b>	<b>Access 2017</b>	<b>Growth</b>	<b>Growth &gt; = .4*</b>
1	2.8	1.5	1.3	Yes
1	2.4	1	1.4	Yes
1	3.9	4.5	-0.6	Negative
1	4.2	3	1.2	Yes
1	4.2	1.7	2.5	Yes
1	2.9	1	1.9	Yes
1	2.1			
1	3.2	4.3	-1.1	Negative
1	1.9	1.1	0.8	Yes
1	4.8	2.5	2.3	Yes
1	2.5	1.2	1.3	Yes
1	2.9	1.1	1.8	Yes
2	2.2	1.8	0.4	Yes
2	1	1.9	0.9	Yes
2	3.2	2.5	0.7	Yes
2	1.9	1.4	0.5	Yes
2	2.2	1.6	0.6	Yes
2	1.6	1	1.6	Yes
2	4.2	3.3	0.9	Yes
2	3.3	3.1	0.2	No
3	2.6	1	1.6	Yes
3	3.7	1.9	1.8	Yes
3	3.7	3.3	0.4	Yes
3	3.1	1.7	1.4	Yes
3	3.8	2.7	1.1	Yes
4	3	1	2	Yes
4	4.4	4.2	0.2	No
4	4	3.1	0	Yes
4	5.5	4.6	0.9	Yes Exit
4	4.8	3.9	0.9	Yes
4	5	3.9	1.1	Yes
4	1.8	1.6	0.2	No
4	4.4	1.8	2.6	Yes
4	4	1.8	2.2	Yes
5	4.5	3.7	0.8	Yes
5	3.3	1.7	1.6	Yes
5	3	1.3	1.7	Yes
5	4.2	3.4	1.2	Yes
5	2.3	1	1.3	Yes
5	4.2	3.2	1	Yes
5	3	2.3	0.7	Yes
6	5	4.7	0.3	No, Exit
6	4.4	3.7	0.7	Yes
6	4.2	3.7	0.5	Yes
6	3.5	3.2	0.3	No
6	3.6	3.4	0.2	No

6	3.4	1.7	1.7 Yes
6	3.8	2.7	1.1 Yes
6	3.7	2.6	1.1 Yes

Yes	83.67% *89.79%
No	16.32% *10.20%

without  
negative  
growth  
& Exit

GRADE	ACCESS 2018	ACCESS 2017	Growth	Growth>=0.4	Growth>=0.4*	Growth>=0.4**
7	4.1					
7	4.5	1.9	2.6	YES	YES	YES
7	4.5					
7	3.5	3.5	0.0	NO	?Spk?	?Spk?
7	3.7	3.5	0.2	NO	NO	NO
7	3.9	3.0	0.9	YES	YES	YES
7	3.3					
7	3.6	3.6	0.0	NO	NO	NO
7	2.1	1.7	0.4	YES	YES	YES
7	1.9					
7	4.9	4.4	0.5	YES	YES	YES
7	2.9	4.1	-1.2	NO	?Neg?	?Neg?
7	1.8					
7	3.5					
7	4.2	3.7	0.5	YES	YES	YES
8	3.3	3.0	0.3	NO	NO	NO
8	2.5	1.7	0.8	YES	YES	YES
8	4.0	3.1	0.9	YES	YES	YES
8	3.7					
8	3.1	1.7	1.4	YES	YES	YES
8	1.7					
9	4.6					
9	3.5					
9	3.8	3.5	0.3	NO	NO	NO
9	4.0	4.4	-0.4	NO	?Neg?	?Neg?
9	4.3	2.5	1.8	YES	YES	YES
9	3.2	1.9	1.3	YES	YES	YES
9	2.7	1.8	0.9	YES	YES	YES
9	2.7	1.7	1.0	YES	YES	YES
9	3.5					
9	3.4					
9	3.5	2.3	1.2	YES	YES	YES
10	3.8	3.4	0.4	YES	YES	YES
10	4.3	3.7	0.6	YES	YES	YES

GRADE	ACCESS 2018	ACCESS 2017	Growth	Growth>=0.4	Growth>=0.4*	Growth>=0.4**
10	4.0	3.1	0.9	YES	YES	YES
10	4.1	4.5	-0.4	NO	?Neg?	?Neg?
10	3.2	3.0	0.2	NO	NO	NO
10	2.1	1.7	0.4	YES	YES	YES
10	1.7	1.4	0.3	NO	NO	NO
10	4.0					
10	3.4	2.0	1.4	YES	YES	YES
11	2.9					
11	3.3					
11	3.6	3.1	0.5	YES	YES	YES
11	2.5	2.1	0.4	YES	YES	YES
11	4.2	4.1	0.1	NO	?Spk?	?Spk?
11	3.3					
11	3.8	3.9	-0.1	NO	?Neg?	?Neg?
11	2.3					
11	2.6					
11	4.0	4.0	0.0	NO	NO	NO
11	3.6	3.1	0.5	YES	YES	YES
11	3.4	2.7	0.7	YES	YES	YES
11	3.7	2.5	1.2	YES	YES	YES
12	1.7	1.7	0.0	NO	NO	?12?
12	3.0	2.7	0.3	NO	NO	?12?
12	2.2	1.9	0.3	NO	NO	?12?
12	3.6	4.2	-0.6	NO	?Neg?	?Neg?
12	1.6	1.7	-0.1	NO	?Neg?	?Neg?
12	1.6	1.5	0.1	NO	NO	?12?
12	4.1	3.1	1.0	YES	YES	YES
			<b>YES</b>	<b>56%</b>	<b>69%</b>	<b>77%</b>
			<b>NO</b>	<b>44%</b>	<b>31%</b>	<b>23%</b>
					Without	Without
					Negative Growth	Old 12's
					Unreliable Speak	