Part VI: Explaining ACCESS for ELLs™, Assessing Comprehension and Communication in English State to State, the New English Language Proficiency Test
The optimal path to second language fluency is through the primary language.
See bibliography for references.
We are creating a crosswalk for English language learners between English language proficiency and academic achievement.

Threshold 1

Academic ACCESS

State Assessment with Accommodations

ACCESS for ELLs....a measure of English language proficiency

Threshold 2

State Assessment
ACCESS for ELLs™ will become the state measure of English language proficiency. It may replace your district’s current English language proficiency test starting in the 2005-2006 academic year.

As it is a federally mandated accountability measure, ACCESS for ELLs™ will be a state expenditure.
IMAGE is NOT currently being used as a measure of English language proficiency; it is NOT

- Compliant with the tenets of No Child Left Behind
- Anchored in state English language proficiency standards
- A measure of all language domains
- Designed for K-2 English language learners
The New Generation of English Language Proficiency Tests Must:

• Encompass social language proficiency
• Incorporate academic language proficiency
• Measure listening, speaking, reading, and writing (and comprehension)
• Be anchored in state English language proficiency standards
Features of ACCESS for ELLs™

- Two secure forms for annual assessment
- A non-secure, web-based screener for identification and placement
- Annually refreshed
- 5 grade level clusters (K, 1-2, 3-5, 6-8, 9-12)
- 3 Tiers of English language proficiency (A-beginning, B-intermediate, C-advanced)
Why Have a Tiered Test? To...

• Provide greater, and more appropriate, coverage of targeted language proficiency levels
• Differentiate assessment (as instruction)
• Improve program design and services for English language learners
Tier Alignment with Proficiency Levels

Tier A (Level 1- 2.5)
Tier B (Levels 1.5- 4)
Tier C (Levels 2.5- 5)

Annual ACCESS for ELLs
# Administration Times and Scoring

<table>
<thead>
<tr>
<th>Language Domain</th>
<th>Administration Time</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>20 minutes</td>
<td>Machine</td>
</tr>
<tr>
<td>Speaking</td>
<td>10-15 minutes</td>
<td>Teacher</td>
</tr>
<tr>
<td>Reading</td>
<td>40 minutes</td>
<td>Machine</td>
</tr>
<tr>
<td>Writing</td>
<td>Up to 1 hour</td>
<td>Rater</td>
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</table>
Activities and Timeline for ACCESS for ELLs™

Starting with the English Language Proficiency Standards

<table>
<thead>
<tr>
<th>Test specifications</th>
<th>Pilot testing May 2004 in WI, IL, and DC</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-line national course to generate items</td>
<td>Field testing fall 2004 in member states</td>
</tr>
<tr>
<td>National item review</td>
<td>Professional development related to test administration in all sites</td>
</tr>
<tr>
<td>Addition of graphics</td>
<td>Implementation Spring 2005…in Illinois, Fall 2005</td>
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<tr>
<td>Content and bias reviews</td>
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<tr>
<td>Creation of forms and administration manuals</td>
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</tbody>
</table>
The Potential Impact of the English Language Proficiency Standards on Teaching and Learning

- Co-operation
- Collaboration
- Connections
- Commitment
Next Steps: Putting the English Language Proficiency Standards to Use

What are some ways in which you can share the English language proficiency standards with your colleagues?

What do you plan to do first to implement standards-based education for English language learners?