Tier Placement Protocol for ACCESS for ELLs®



ACCESS for ELLs is divided into three tiers: A, B, and C. While the tiers overlap, each tier assesses a different range of language proficiency. Therefore, to ensure the best possible testing experience for each student and the most meaningful results, it is necessary to place each student into the tier that best matches his or her proficiency level.

The selection of a student's tier is best made by his or her teachers, based on the information they have about the student's language proficiency. Criteria may include the student's progress in the classroom as well as test results from past administrations of ACCESS for ELLs, WIDA MODEL, and/or the W-APT.

It is important to note that students who take the Tier A assessment cannot score higher than a 4.0 proficiency level in the domains of Reading and Listening. Likewise, students who take the Tier B assessment cannot receive higher than 5.0 on Reading or Listening. For this reason, students who are nearing these proficiency levels should be assigned the next higher tier so that their ability to show progress in these domains is not limited.

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
have arrived in t this academic so English, OR currently receive language, OR	opropriate for English lan the U.S. or entered school thool year without previo e literacy instruction ONI sted at the lowest level o	ol in the U.S. within ous instruction in		
	 have social lange extensive, acade 	propriate for English land uage proficiency and sor emic language proficienc ome literacy in English the evel literacy	me, but not ry in English, OR	
		 are approaching language proficie 	propriate for English lang grade level in literacy ar ency in the core content ne state's exit criteria for	nd academic areas, OR



ACCESS for ELLs®

English Language Proficiency Test

School: District: QUINTON TOWNSHIP SCHOOL QUINTON TOWNSHIP SCHOOL DISTRI

Grade:

Student Roster Report —

	A STATE OF THE PARTY OF THE PAR	Service Control		できることが														
STUDENT NAME				Listening	Speaking	king	Reac	Reading	Writing	ing	Oral Language ^A	guage ^A	Literacy ^B	1	Comprehension	ension	Overall Score ^D	Score
STATE STUDENT ID		יומינו	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale	Prof:	Scale	Prof	Scale	Prof	Scale	Prof	Scale	Prof
	NA	К	348	6.0	392	6.0	290	5.0	305	3.8	370	6.0	298 *	4.0	307	5.9	319	Level
	NA	~	318	6.0	349	5.0	290	5.0	305	3.8	334	2.2	298	4.0	298	5.4	308	4.4
	NA	~	318	6.0	301	4.0	152	1.3	223	1.9	310	4.7	188	1.6	202	1.7	224	1.9
v	A	2-3	304	3.1	298	2	768	17	100))								
		45	470	3 2	230	2.5	268	=	289	3.0	301	3.2	279	2.2	279	1.9	285	2.5
	,	ţ	4/0	6.0	310	3.1	377	5.2	344	3.8	390	4.9	361	4.0	405	6.0	369	4.3
	Þ	6-8	317	2.6	204	1.5	335	2.4	188	1.2	261	1.8	262	1.7	330	2.4	261	1.7
:	^	6-8	384	4.5	327	ນ .1	397	5.4	317	3,1	356	3.6	357	3.5	393	5.1	357	3.6
				17									1				ļ.	
																		al al
																	#: 	
										(Tableson)						,		
															No.	*		
										1/2		***						
										fore the date								
										on en en en								
										ann as n								
								-										
Overall Scores are computed when all 4 domains have been completed	nains hav	e been con	npleted	Þ	- Orall an		1000	A = Oral anguago = 600/ ista-is- 500/ 6										

NA – Not available = Student Booklet is marked with a Non-Scoring Code of Q Absent, Invalidate, Declined or Deferred Special Education/504

A - Oral Language = 50% Listening + 50% Speaking
B - Literacy = 50% Reading + 50% Writing
C - Comprehension = 70% Reading + 30% Listening
D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking