

It is that time of year again when we begin ACCESS testing for the English Language Learners (ELLs). The testing window for the Perry Career Academy is February 1-4, 2022, and additional testing days for students who miss their scheduled test days will run between February 14th and March 4th. The lead teacher for ACCESS testing is Ms. Constance Johnson (ESOL). ACCESS Test Examiners will be Mrs. Cooley, Ms. Todd, and Mrs. Dobbins. Please read below to understand the significance of this test of **academic accountability** for the ESOL program at our school.

Essential Background for ACCESS for ELLs' Overview:

ACCESS for ELLs stands for *Assessing Comprehension and Communication in English State-to-State for English Language Learners*. It is a large-scale test that first and foremost addresses the English language development **standards** that form the core of the WIDA Consortium's approach to instructing and testing English Language Learners. These standards incorporate a set of model **performance indicators** (PIs) that describe the expectations educators have of ELL students at four different grade-level clusters and in five different content areas. These are listed on your **CAN-DO DESCRIPTORS** (see attached).

The ACCESS test will be administered to all active ESOL students and ELLs with Parent Waivers (PW). Students will test on campus for two days between the hours of 9:00 a.m. and 12:30 p.m. each day as four individual tests must be administered. There are **five content areas** of the standards. The first is called social and instructional language (SI), which incorporates proficiencies needed to deal with the general language of the classroom and the school. The others are English Language Arts (LA), Math (MA), Science (SC), and Social Studies (SS).

For each grade level, the standards specify one or more performance indicators for each content area within each of the **four language domains**: Listening, Speaking, Reading, and Writing.

The WIDA framework recognizes the continuum of language development within the four domains with six **English language proficiency levels**.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Entering	Beginning	Developing	Expanding	Bridging	Reaching

These levels describe the spectrum of a learner's progression from knowing little to no English to acquiring the English skills necessary to be successful in an English-only mainstream classroom without extra support. The final or exit stage for ELL status is designated at Level 6. Drawn from the PIs, the **ACCESS 2.0** for ELLs incorporates all five standards and English language proficiency levels in sections that correspond to the four domains. **The goal of the ACCESS test is to allow students to demonstrate their level of proficiency through the PIs.**

Additionally, a reminder will be sent prior to the test date for each of the testing sessions and those testing, as well as phone calls and letters to parents and students. Please

support your ELLs and remind them to be in attendance on the day of testing! Again, ELLs are required to take this mandated test! Attached, you will find a Can-Do descriptor packet, Can-Do Name Chart, testing plan, and attendance list for those students who are scheduled to test. Please note that due to the structure of our program, additional ELL students may be added or removed before the end of the main testing window on March 4th.

The ACCESS Practice website:

To access this test practice opportunity, open the link that follows, <https://wbte.drctdirect.com/WIDA/portals/wida> in a Chrome browser.