



¡Bienvenidos al Comité Asesor de Padres Bilingües!

17 de enero de 2024

Welcome to the Bilingual Parent Advisory Committee!

January 17, 2024

2023-2024

Equipo de Liderazgo/Leadership Team

D65 Multilingual Services Director & BPAC Facilitator/D65 Directora de servicios multilingües y facilitadora de BPAC: : Amy Correa

D65 Multilingual Coordinator/D65 Coordinadora multilingües: Kim Kelly

President/Presidenta: Rocio Mancera

Vice-President/Vicepresidenta: Jennifer Rodriguez

Secretary/Secretaria: Mariana Bojorquez

Agenda

- ❖ Welcome & Check-in : Share a holiday tradition
- ❖ Goals for the night:
 - Understanding the Access test
 - What is it and why is it important?
 - Tips for Practice
 - Questions?
- ❖ BPAC Monthly Community Conversations
- ❖ D65 Announcements
- ❖ Bienvenida y registro: Compartir una tradición de celebración del invierno
- ❖ Metas de la noche :
 - Comprensión de la prueba de acceso
 - ¿Qué es y por qué es importante?
 - Consejos para practicar
 - ¿Preguntas?
- ❖ Conversaciones mensuales de la comunidad de BPAC
- ❖ Anuncios del D65

Normas y Valores

Norms & Values

El D65 ha introducido la filosofía de Prácticas Restaurativas, con la esperanza de unir a Evanston y crear una comunidad más fuerte. Como comunidad BPAC, aceptamos...

- ❖ Habla tu verdad
- ❖ Utilice declaraciones en primera persona
- ❖ Sea paciente con otros estudiantes de inglés y bilingües emergentes
- ❖ Mantente comprometido
- ❖ Participa y anima a otros a participar.
- ❖ Se respetuoso
- ❖ Zoom: silencia tu voz si tienes ruido de fondo para evitar distracciones

D65 has introduced the philosophy of Restorative Practices, in hopes of uniting Evanston and creating a stronger community. As a BPAC community, we agree to...

- ❖ Speak your truth
- ❖ Use 'I' statements
- ❖ Be patient of other English learners & emergent bilinguals
- ❖ Stay engaged
- ❖ Participate and encourage others to participate
- ❖ Be respectful
- ❖ Zoom: mute yourself if you have background noise to avoid distractions

Examen 'Access' 2.0 para Estudiantes que están aprendiendo inglés

Access for English Language Learners 2.0

The screenshot shows the Illinois State Board of Education website. At the top left is the ISBE logo. To the right are navigation links: System Quick Links, Illinois Report Card, Careers at ISBE, Contact Us, and social media icons for Twitter, Facebook, and YouTube. A search bar and a Translate dropdown are also present. Below this is a dark blue navigation bar with icons and labels for HOME, ADMINISTRATORS, TEACHERS, FAMILIES & STUDENTS, COMMUNITY & PARTNERS, NEWS & MEDIA, and TOPICS. The main content area features a green header bar with a 'Back' button. The text of the press release is as follows:

For Immediate Release
Thursday, December 17, 2020

ISBE DELAYS START OF 2021 SPRING ASSESSMENT WINDOW TO MARCH 15

ACCESS TEST FOR ENGLISH LEARNERS PUSHED FROM POSSIBLE START DATE OF JAN. 4 TO NO SOONER THAN MARCH 15

SPRINGFIELD – The Illinois State Board of Education (ISBE) announced today that it has delayed the opening of the 2021 spring assessment window to at least March 15, in response to requests from school districts and stakeholders. The delayed start provides the greatest possible flexibility for schools.

The original administration window for the ACCESS test, which measures the proficiency of English Learners in reading, writing, speaking and listening, would have allowed schools to begin testing as early as Jan. 4. ISBE's action today ensures no student will take a federally required assessment, including ACCESS, until March 15 at the earliest.

"Thank you to everyone who provided feedback on the timing of the federally required assessments," said State Superintendent of Education Dr. Carmen I. Ayala. "I made the commitment at our Board meeting yesterday to delay the start of assessments as much as possible, and I am happy to keep that promise today. We will continue to respond to the challenges of the COVID-19 pandemic in a way that always puts our students first, is collaborative and grounded in equity, and that recognizes the diverse needs of our 852 school districts."

The federal Every Student Succeeds Act requires states to administer assessments in specific subjects and grade levels. Failing to administer spring assessments without an approved waiver from the federal government would risk billions of dollars in federal funding for the state's highest-need students. The U.S. Department of Education (ED) has not issued any waiver opportunities for spring 2021 assessments as of today.

ISBE's action today gives schools the maximum possible time and flexibility to prepare for the assessment administration or to receive new direction from the ED. ISBE released [guidance](#) in October to assist schools in preparing to administer the federally required spring assessments safely in-person. School districts typically have a 6-10 week administration window or multiple possible dates per assessment to choose from as they prepare to administer assessments locally.

The federally required assessments in Illinois are the Illinois Assessment of Readiness for students in grades 3-8; the SAT for students in grade 11; the Illinois Science Assessment for students in grades 5, 8, and 11; the ACCESS for English Learners; and the Dynamic Learning Maps Alternate Assessment for the 1 percent of students with the most significant cognitive disabilities.

Reporte del examen ACCESS para los padres

Parent Report



District: sample district	Student: Sample Student	
School: sample school	State ID: STATEIDXXXXXXXX	District ID: DISTIDXXXXXXXX
Grade: sample grade	Birth Date: mm/dd/yyyy	

Report Purpose: This report gives information about your child's level of social and academic English language proficiency. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies.

Student's English Language Proficiency Level					
Test Section	1 – Entering	2 – Emerging	3 – Developing	4 – Expanding	5 – Bridging
Listening	4.0				6 – Reaching
Speaking	2.2				
Reading	3.4				
Writing	3.5				
Oral Language ^a (Listening and Speaking)	3.2				
Literacy ^b (Reading and Writing)	3.5				
Comprehension ^c (Listening and Reading)	3.7				
Overall ^d (Listening, Speaking, Reading, and Writing)	3.4				

Proficiency Level	Description of English Language 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 measured by this test
Other Information	Test Section Is Blank – if the student was absent for this Section of the test A – Oral Language = 50% Listening + 50% Speaking – will be blank if student was absent for one or both of the Sections B – Literacy = 50% Reading + 50% Writing – will be blank if student was absent for one or both of the Sections C – Comprehension Score = 70% Reading + 30% Listening - will be blank if student was absent for one or both of the Sections D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking - will be blank if student was absent for one or more of the Sections

ACCESS

Mide el dominio del idioma inglés
Measures English language proficiency



Escuchar / Listening



Leer / Reading



Hablar / Speaking



Escribir / Writing

Sección de Audición

Listening Section

- ❖ Los estudiantes utilizarán audífonos para escuchar pasajes pre-grabados para contestar preguntas de opción múltiple.
- ❖ Students will use headphones to listen to pre-recorded passages and answer multiple choice questions

LISTENING ITEM LAYOUT (4–5)

A Story about Chac 3



Chac gives his axe to the people.

Chac gets his strength from corn.

Chac sends powerful storms.

Pause Next

Sección de Lectura


Reading Section

- ❖ Los estudiantes leerán pasajes en la computadora y contestarán preguntas de opción múltiple.
- ❖ Students will read passages on the computer and answer multiple choice questions


READING ITEM LAYOUT (6–8)


Reading Practice


The teacher reads a book to the students.



2 Which picture shows a book?







Pause Next

Sección de Hablar

Speaking Section

- ❖ Los estudiantes escuchan indicaciones pregrabadas y dicen sus respuestas oralmente, usando sus audífonos con micrófono integrado
- ❖ Students listen to pre-recorded prompts on the computer and speak answers into headsets

SPEAKING ITEM LAYOUT (1-5)



Sometimes I will ask you and Nina to talk about a picture.

Nina, what are two things you see in this picture?



Pause

Next

Sección de Escribir

Writing Section

Grados 1 a 3 / Grades 1-3

- ❖ Completar en papel, el examen escrito
- ❖ Complete the writing test on paper

Grados 4 a 12 / Grades 4-12

- ❖ La mayoría de los estudiantes usarán la computadora para escribir sus respuestas en la sección escrita.
- ❖ Most students will use the computer to type their answers for the writing section

The screenshot shows a digital writing test interface. At the top, it says "Writing Training Student" and "Progress". The main title is "My Life in Medieval England". Below the title, there are four images with captions: "I live above a store.", "I wear a cap and a tunic.", "I help my family.", and "I play with my friends at the fair." To the right of the images is a large text area for writing. The prompt says: "1 Write an essay that compares and contrasts your life today with Cane's life long ago. Use details to support your writing." At the bottom, there are navigation buttons: "Pause Test", "?", "Write", "Review", "Live Guide", "Back", and "Next".

Calificaciones y reportes

Scores and Reports

Las calificaciones del examen ACCESS 2.0 se usan para:

- ❖ Monitorizar el progreso del estudiante cada año.
- ❖ Determinar cuándo los estudiantes pueden salir del programa ESL, tomando como base el haber alcanzado el criterio de dominio.
- ❖ Dar información a maestros para que planeen las lecciones.

Cada año en septiembre, se enviarán los reportes para padres.

ACCESS for ELLs 2.0 scores can be used to:

- ❖ Monitor student progress every year
- ❖ Determine when students can exit the ESL program based on reaching proficiency criteria.
- ❖ Give teachers information to plan lessons

Parent Reports will be sent home in September each year

Consejos para Prepararse

Tips to Prepare

ACCESS for ELLs no es una prueba para la que los estudiantes debían estudiar. En cambio, los estudiantes deben concentrarse en hacer todo lo posible para demostrar sus habilidades lingüísticas. Habla con tus estudiantes sobre:

- ❖ herramientas de prueba, como resaltadores y guías de línea, y la mejor manera de usarlas
- ❖ Adaptaciones, si el estudiante tiene un IEP o un plan 504 (incluya el equipo del IEP)
- ❖ Convenciones de prueba estandarizadas que incluyen instrucciones y completar formularios correctamente

Familiarice a los estudiantes con el tipo de contenido que encontrarán en el examen y bríndeles la oportunidad de practicar los diferentes tipos de preguntas:

<https://wida.wisc.edu/assess/access/preparing-students>

ACCESS for ELLs is not a test students should study for. Instead, students should focus on doing their best to demonstrate their language abilities. Talk to your students about:

- ❖ testing tools such as highlighters and line guides, and how best to use them
- ❖ accommodations, if the student has an IEP or 504 plan (include the IEP team)
- ❖ standardized test conventions including instructions and completing forms correctly

Familiarize students with the kind of content they will encounter on the test and give them a chance to practice the different question types:

<https://wida.wisc.edu/assess/access/preparing-students>

No se le olvide...

Don't Forget...

Algunos de Las cosas más importantes para discutir con los estudiantes sobre cualquier examen son: ¡

- ❖ Prepararse para el éxito con una actitud de **PUEDO HACER!**
- ❖ Hablar sobre la importancia de dormir bien por la noche
- ❖ Comer una buena comida o un refrigerio saludable antes del examen (y ayudar a los estudiantes a obtener la nutrición que necesitan si es necesario)
- ❖ Defenderse por sí mismos si necesitan oportunidades para liberar energía y relajarse antes y después del examen

Some of the most important things to discuss with students about any test are:

- ❖ Setting themselves up for success with a **CAN DO** attitude!
- ❖ Talking about the importance of a good night's sleep
- ❖ Eating a good meal or healthy snack before the test (and helping students get the nutrition they need if need be)
- ❖ Advocating for themselves if they need opportunities to release energy and relax before and after the test

Preguntas?

Questions?

- ❖ Tiene Ud. cuadernos de ejercicios para entrenarlos?
- ❖ ¿Cómo pruebas a los niños? Mi hijo está en sexto grado en su quinto año de apoyo al aprendizaje de inglés. ¿Cuánto tiempo necesita estar en este programa?
- ❖ Qué pasaría con las calificaciones de los niños de primer grado en caso de que se les está dificultando mucho aprender vía on line?
- ❖ Este examen es diferente al examen Map?
- ❖ Llevamos tres meses en este país y mi hijo aún no habla inglés, ¿necesita realizar el examen ACCESS?
- ❖ Do you have exercise workbooks to train them?
- ❖ How do you test kids? My son is a 6th grader in his 5th year of English learning support. How long does he need to be in this program?
- ❖ What will happen to first graders' grades if they are having a lot of difficulty learning online?
- ❖ Is this exam different than MAP?
- ❖ We have been in this country for three months and my child does not yet speak English, does he/she need to take the ACCESS test?

¡Gracias por Venir!
Thank you for coming!

Queremos su opinión!
No olvide completar una encuesta antes de ir.
¡Cuidanse!

We want your feedback!
Don't forget to complete a survey before you go.
Be safe!

[Exit Ticket](#)