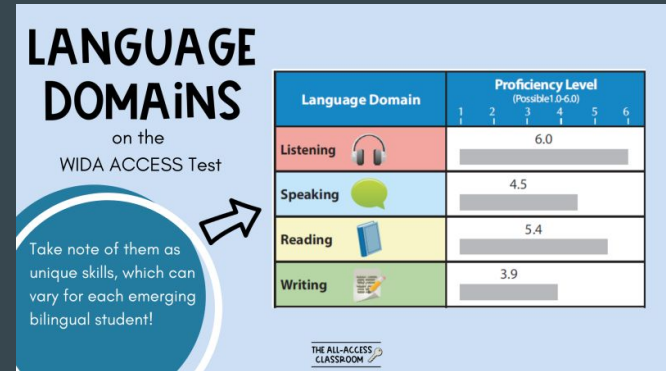


2025-2026 ACCESS and DLM Score Report



Presented by: Dr. Burns and Dr. Tumolo

Meet Our Multilingual Learners 2026-2027

Languages Spoken

Spanish

Punjabi

Albanian

Pashto

Farsi

Hindi

Arabic



Meet Our Multilingual Learners

Years in Readington's ESL Program

2025-2026 School Year	2026-2027 School Year
• In program less than a year including Kindergarteners: 8 students • In program for 1 year: 12 students • In program for 2 years: 3 students • In program for 3 or more years: 10 students Total # of ML students currently in Program: 36	• In program less than a year including Kindergarteners: 8 students • In program for 1 year: 10 students • In program for 2 years: 9 students • In program for 3 or more years: 8 students Total # of ML students currently in Program: 34

Proficiency Growth Results by Number of Students Based on 2025-2026 ACCESS Scores

***No growth calculations this year because
the ACCESS test has been amended,
meaning that a new test was administered.
The 2025-2026 scores will serve as the
baseline for future years.**

ACCESS for ELLS Snapshot

(English Language Proficiency Test)

Measures language development of students identified as Multilingual Learners.

- Students are assessed in the areas of Reading, Writing, Listening and Speaking.
- Six Proficiency Levels
- Proficiency score is comprised of: 35% Reading + 35% Writing + 15% Listening + 15% Speaking
- Criteria for Program Exit
 - 4.5 or Higher on English Language Proficiency Test
 - Class performance
 - Reading Level
 - Teacher Recommendations

School Year	Students Assessed	Entering 1	Emerging 2	Developing 3	Expanding 4	Bridging 5	Reaching 6	Exiting Program
2024-2025	38	26%	8%	39%	18%	5%	3%	6 students or 16%
2025-2026	40	15%	15%	28%	30%	10%	0%	10 students or 23%

What Does This Data Reveal?

1. **Current English language proficiency:** It establishes each student's starting point under the new assessment.
2. **Areas of strength and need:** Looking across Listening, Speaking, Reading, and Writing can identify which language domains are stronger and which may require additional instruction.
3. **Instructional priorities:** The results can help ESL teachers determine where to focus instruction and how to group or differentiate support for students.
4. **Patterns across the program:** When viewed collectively, the data can show whether particular language domains, grade bands, or groups of students may need greater attention.
5. **A starting point for future growth:** Most importantly, these results create the baseline against which future performance can be compared. Beginning with the next administration, the district will have a clearer picture of whether students are progressing along their expected English-language proficiency trajectories.

Glows and Grows



Glows

- ★ Establishes a new baseline for every multilingual learner
- ★ Identifies strengths and needs across Listening, Speaking, Reading, and Writing
- ★ Provides actionable data to guide ESL instruction and student support
- ★ Creates a foundation for measuring future English language proficiency growth

Grows



- ★ Monitor growth over time
- ★ Continue monitoring student performance using the new baseline
- ★ Target instruction based on individual language-domain needs (ESL Curriculum)
- ★ Examine patterns across grade levels and the ESL program
- ★ Use future assessment results to determine whether students are progressing along expected proficiency trajectories

Alternate Assessment Dynamic Learning Map (DLM)

Dynamic Learning Maps (DLM) Alternate Assessment System tests academic achievement in English Language Arts (reading and writing), Math, and/or Science. This assessment is designed for students with many types of significant cognitive disabilities and is an alternative to the traditional state assessment, NJSLA.

Area	Essential Element	Estimated Mastery Level				
		1 (Initial Precursor)	2 (Distal Precursor)	3 (Proximal Precursor)	4 (Target)	5 (Successor)
ELA.C1.1	ELA.EE.RL.3.1	Attend to object characteristics	Identify familiar people, objects, places, or events	Answer who and what questions about details in a familiar text	Answer who and what questions about story details	Answer wh- questions about story details
ELA.C1.1	ELA.EE.RL.3.3	Identify feeling states within yourself	Identify feeling words	Identify character feelings in a familiar story	Identify character feelings	Relate character feelings to actions
ELA.C1.1	ELA.EE.RI.3.2	Seek absent objects	Attend to object characteristics	Identify illustrations for a familiar text	Identify a concrete detail in an informational text	Identify explicit details in informational texts
ELA.C1.1	ELA.EE.RI.3.3	Identify a forward sequence in a familiar routine	Identify actions in familiar routines	Identify events in a familiar informational text	Determine which event comes first	Identify temporal information or events
ELA.C1.2	ELA.EE.RL.3.4	Attend to object characteristics	Understand names for absent objects and people	Identify real-world uses of words	Identify words or phrases to complete a literal sentence	Identify the meaning of an unambiguous word



Levels mastered this year



No evidence of mastery on this Essential Element



Essential Element not tested

During the 2025-2026 School Year 17 out of 924 RTSD students (grades 3-8), inclusive of our out of district students, was assessed using the DLM. Therefore 4.35% of our district population is provided an alternative assessment.

District wide results

Number of Students Achieving at Each Performance Level

This report shows the number of students across all grades and schools in Readington Township (194350) achieving at each performance level on DLM assessments in the past two years. The percent above each bar is the percent of students achieving **At Target** and **Advanced**.

Advanced

These students demonstrated advanced understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

At Target

These students' understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.

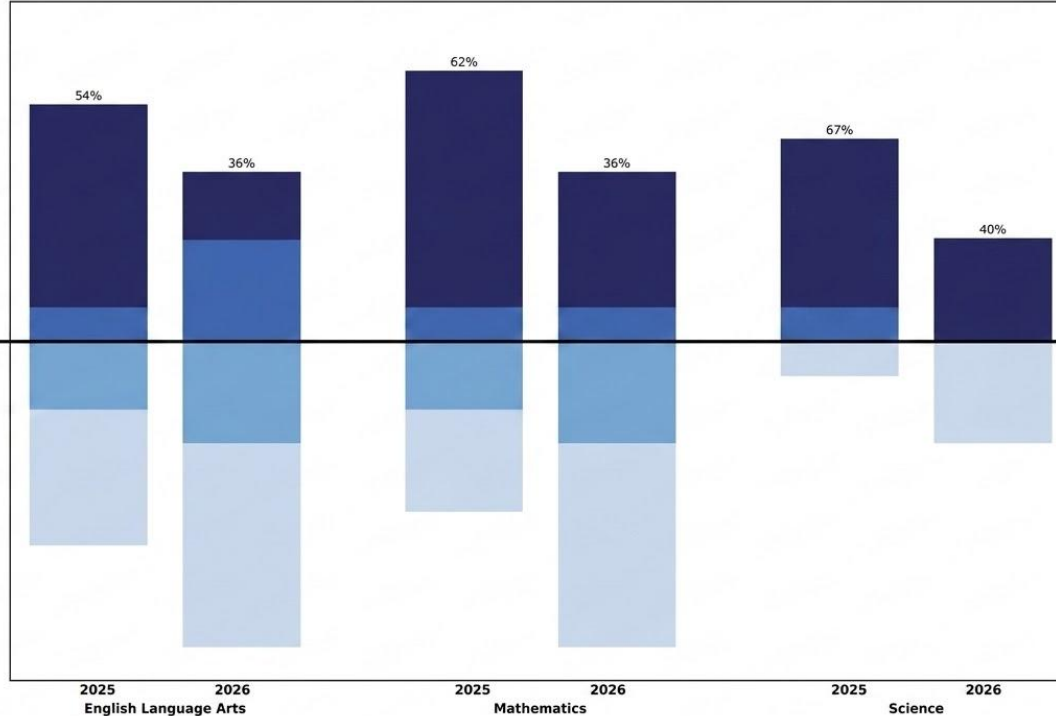
Proficiency

Approaching the Target

These students' understanding of and ability to apply content knowledge and skills represented by the Essential Elements is approaching the target.

Emerging

These students demonstrated emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.



Data Review:

- Four of the strongest 2025 students are no longer in the 2026 data
- Six new students entered in 2026, and four of them are at Emerging or were not tested
- Testing participation: Two consecutive years with an untested grade 3 student suggests a process check

Thank you for your Time!

