



ACCESS for ELLs

Spring 2026

Ramapo Indian Hills Regional High School District

September 28, 2026

ACCESS for ELLs Overview

- ACCESS for ELLs is an English language proficiency assessment for Multilingual students in Kindergarten through Grade 12.
- The test is administered every year to help school districts:
 - **Assess English Proficiency:** To evaluate students' proficiency in listening, speaking, reading, and writing in English.
 - **Monitor Progress:** To track the progress of ELL students in acquiring English language skills over time.
 - **Inform Instruction:** To provide educators with data that can guide and differentiate instruction based on students' language development needs.
 - **Program Placement and Exit Decisions:** To aid in decisions about appropriate program placement, continuation, or exit from ELL services.
 - **Accountability:** To meet federal and state requirements for annual assessment of English language proficiency.
- Our focus is on student growth year over year that they remain in the program.



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Dynamic Learning Maps (DLM)

DLM is the State's alternate assessment for students with significant intellectual disabilities

- Aligned with alternate academic achievement standards (AA-AAAS)
- Federal and State Requirement (e.g., ESSA and N.J.A.C. 6A:8-4)

- Academic content:
 - Aligned with grade-level standards
 - Reduced depth, breadth, and complexity

- Instruction and assessment:
 - Based on Essential Elements in ELA, Math, and Science
 - Bridges grade-level content to expectations for students with significant intellectual disabilities



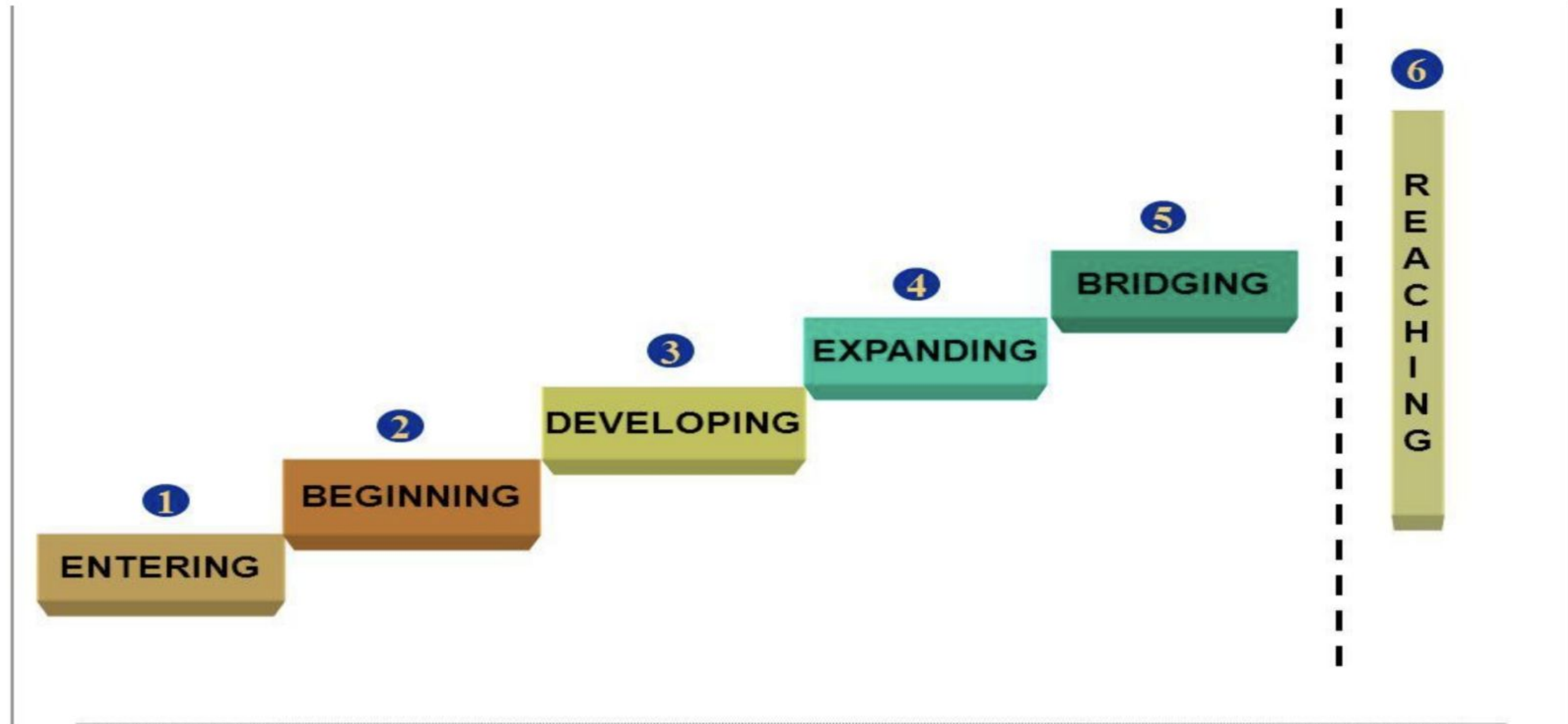
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ACCESS for ELLs

WIDA English Language Proficiency (ELP) Scale



ACCESS for ELLs

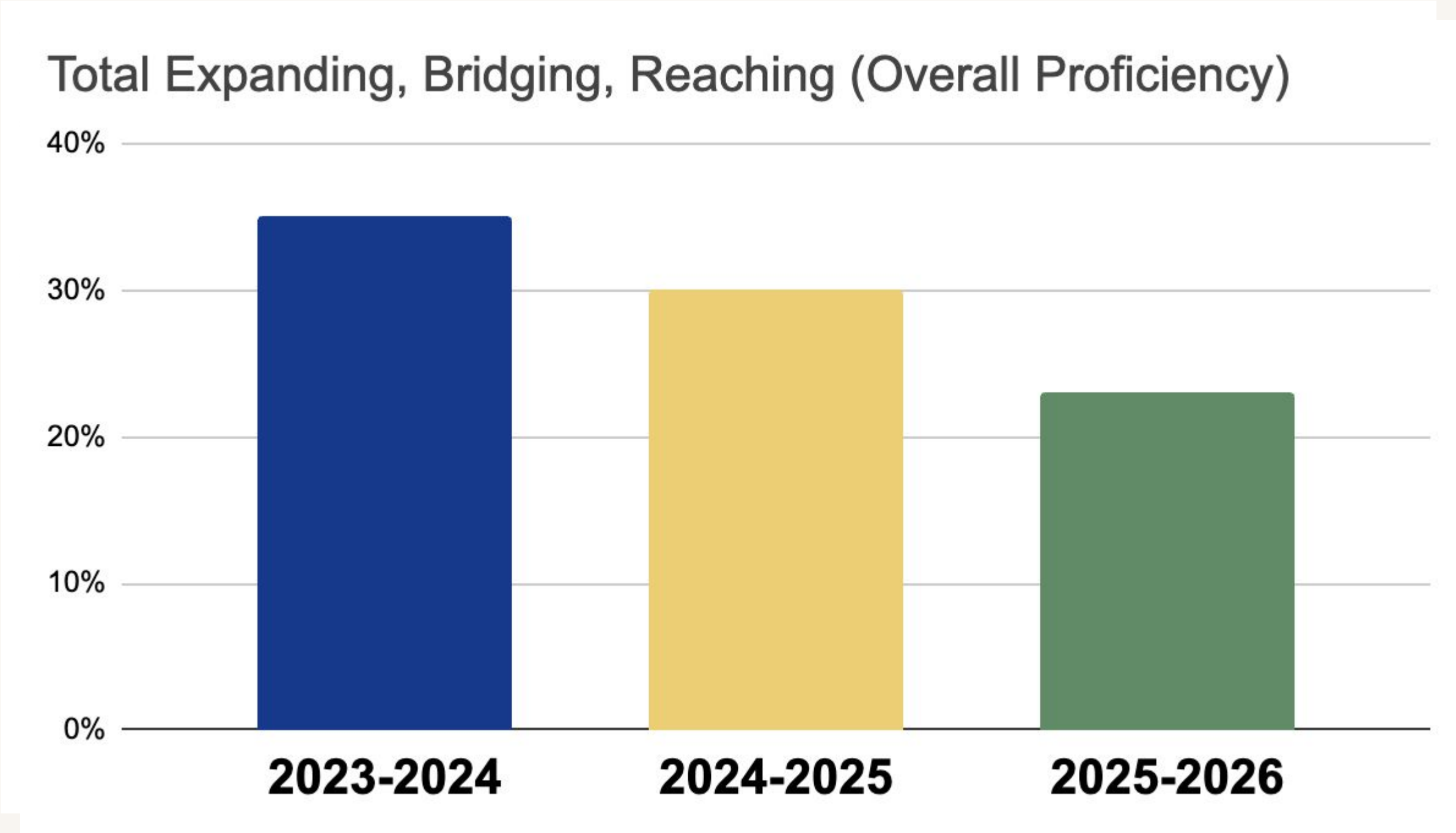
Proficiency Level	Listening	Speaking	Reading	Writing	Oral Language	Literacy	Comprehension	Overall Score
Level 1 Entering	15%	8%	15%	8%	8%	0%	8%	8%
Level 2 Emerging	8%	46%	15%	15%	23%	31%	15%	23%
Level 3 Developing	15%	46%	15%	62%	61%	38%	31%	46%
Level 4 Expanding	30%	0%	15%	15%	8%	15%	8%	23%
Level 5 Bridging	8%	0%	8%	0%	0%	15%	15%	0%
Level 6 Reaching	23%	0%	31%	0%	0%	0%	23%	0%



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ACCESS for ELLs -Three-Year Comparative Analysis



ACCESS for ELLs: Achievements

- Multilingual Learners are consistently demonstrating growth in proficiency over time in the program.
- 85% of our students increased at least one proficiency level from last year
- Maintain and strengthen the ML Team of professionals through professional learning opportunities.
- ML teacher and instructional aides “push in” to regular education courses
- WIDA “Can Do” Key Descriptors inform teachers of what students can do at each level.
- Our outcome is the result in the collaboration and exceptional support provided by our ML teacher, Instructional Aides, and opportunities provided to our students in the ML program.



ACCESS for ELLs: Interventions

- Collaboration & articulation between ML teacher, instructional aides, and regular education teachers
- Efforts to increase ML participation in the School Community
- Professional Learning for ALL teachers and administrators to strengthen their knowledge and understanding of instructional adaptational strategies, assessment strategies, and English Language Development Standards



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DYNAMIC LEARNING MAPS (DLM)

What is a Dynamic Learning Map?

- Administered to students with significant cognitive disabilities
- 11th Grade Assessment of educational growth
- Allow students a way to show what they know
- Alternate graduation assessment requirement to NJGPA
- The system uses the DLM Essential Elements to support the design of individualized experiences for each student by presenting questions and tasks that are appropriate for a student's needs and abilities.
 - Adaptive computer administered items are generated from teacher input about the student's performance levels
- Subject areas tested: English Language Arts, Mathematics, and Science
- Five levels of performance:
 - Initial Precursor | Distal Precursor | Proximal Precursor | Target | Successor
- Additional Information:
 - [About DLM Assessments](#)



Example of Score Report

Area	Essential Element	Estimated Mastery Level				
		1 (Initial Precursor)	2 (Distal Precursor)	3 (Proximal Precursor)	4 (Target)	5 (Successor)
ELA.C2.1	ELA.EE.W.11-12.2.f	Identify the end of a familiar routine	Produce a universal ending	Write a concluding sentence	Produce a conclusion for a written text	Produce a relevant conclusion when writing
ELA.C2.1	ELA.EE.L.11-12.2.b	Identify the first letter in own name	Use letters to create words	Represent the initial sound in a word with a letter	Spell single-syllable words conventionally and phonetically	Spell irregular words correctly
ELA.C2.2	ELA.EE.W.11-12.2.a	Demonstrate understanding of wh-questions	Write facts and details about a topic	Introduce and write information about a topic	Introduce a topic clearly to convey information	Write about a topic using clear organization and presentation
ELA.C2.2	ELA.EE.W.11-12.2.b	Identify functional words to describe nouns	Identify categorical words to describe nouns	Identify quotes providing relevant topic information	Use quotes from print sources to develop writing	Develop a topic by using appropriate information



Why DLM is Important?

Students who need extensive, direct instruction and substantial supports to achieve measurable gains can show progress over the course of the program.

Teachers use DLM results to make teaching-learning effective and plan with students and their parents for post 12th-grade. Most students go on to an 18-21 year old program and take their diploma at 21 years of age; others go to specialized college based programs.

100% of our students showed growth this year!

