

**State Board of Education
Resolution
Comment/Response Form**

This comment and response form contains comments from the August 4, 2021, meeting of the State Board of Education (State Board) when the resolution was discussed.

Topic: Adoption of Cut Score Standards for the ACCESS and Alternate ACCESS for ELLs Assessments and the Dynamic Learning Maps (DLM) Assessment in English Language Arts (ELA), Math, and Science

Division: Academics and Performance

Meeting Date: September 8, 2021

Level: Adoption Level

Summary of Comments and Agency Responses

The following is a summary of the comments received from State Board of Education members and the Department of Education's (Department) responses. Each commenter is identified at the end of the comment by a letter, which corresponds to the following list:

A. Elaine Bobrove, Member, State Board of Education

1. **COMMENT:** The commenter thanked the Department for providing a comprehensive presentation for the public meeting. **(A)**

RESPONSE: The Department thanks the commenter for the support.



State of New Jersey
STATE BOARD OF EDUCATION

Adoption Resolution
September 8, 2021

A Resolution to Establish Proficient Level Cut Score Standards for ACCESS for ELLs and Alternate ACCESS for ELLs

Whereas, according to N.J.A.C. 6A:15-1.10(b), students enrolled in the bilingual, English as a Second Language (ESL), or English language services program shall be assessed annually using a Department-approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program, and

Whereas, according to Section 1111(b)(2) of the Every Student Succeeds Act (ESSA), each State plan shall demonstrate that local educational agencies in the state will provide for an annual assessment of English proficiency of all English learners in the schools served by the state educational agency, and

Whereas, the Department administers the ACCESS and Alternate ACCESS for ELLs assessments as the English language proficiency tests based on the English language development standards which assess four language domains – Listening, Reading, Speaking, Writing; and

Whereas, standard-setting studies were completed in 2016 in accordance with industry best practices in large-scale assessment to determine the assessments' validity and the theoretically appropriate proficiency level cut scores; and

Whereas, the New Jersey State Board of Education approves the Department's selection of the respective ACCESS and Alternate ACCESS for ELLs proficiency level cut scores; and

Whereas, the Department will monitor the proficiency rates for each grade level at which the ACCESS and Alternate ACCESS for ELLs assessments are administered; and

Whereas, based on the monitoring of the proficiency rates, the Department will make recommendations for modifications to the State Board as related to New Jersey's minimum overall composite score required for exiting students from bilingual, ESL, or English language services programs; now therefore be it

Resolved, that the New Jersey State Board of Education hereby acknowledges and approves the following proficiency level cut scores, effective September 8, 2021:

Alternate Access for ELLs: Scale Score to Proficiency Levels

(Note: Writing is the only domain in which a Proficiency level of P3 is attainable.)

Domain & Composites	Proficiency Level					
	A1 (Initiating)	A2 (Exploring)	A3* (Engaging)	P1 (Entering)	P2 (Emerging)	P3 (Developing-Writing only)
Listening	910	925	932	937	942	-
Reading	910	924	932	937	942	-
Speaking	910	925	930	939	945	-
Writing	910	923	931	938	947	953
Overall Composite	910	924	931* (minimum score used in NJ for exits)	938	944	-
Comprehension Composite	910	924	932	937	942	-
Literacy Composite	910	924	932	938	945	-
Oral Composite	910	925	931	938	944	-

ACCESS for ELLs Overall Composite: Scale Score to Proficiency Levels

Grade	PL 2 (Emerging)	PL 3 (Developing)	PL 4 (Expanding)	NJ Minimum Range for Exit (4.5)*	PL 5 (Bridging)	PL 6 (Reaching)
K	229	261	293	309-312	325	350
1	242	274	315	330-332	344	368
2	254	289	329	344-346	359	383
3	265	300	340	356-358	371	396
4	279	309	350	366-369	382	406
5	286	317	358	374-377	390	415
6	291	324	365	382-385	399	423
7	298	331	372	389-392	406	431
8	304	337	378	395-398	412	438
9	311	344	385	402-404	418	446
10	318	350	391	408-410	424	453
11	325	356	397	413-416	429	459
12	331	362	402	418-421	434	466

ACCESS for ELLs Listening Domain: Scale Score to Proficiency Levels

Grade	PL 2 (Emerging)	PL 3 (Developing)	PL 4 (Expanding)	PL 5 (Bridging)	PL 6 (Reaching)
K	229	251	278	286	308
1	236	259	291	303	327
2	245	283	314	330	354
3	262	300	331	349	374
4	275	313	343	363	388
5	285	323	354	375	401
6	294	332	363	385	411

7	302	340	370	394	420
8	308	347	377	402	427
9	314	353	383	409	434
10	325	358	389	415	441
11	335	364	394	420	447
12	342	368	398	426	452

ACCESS for ELLs Reading Domain: Scale Score to Proficiency Levels

Grade	PL 2 (Emerging)	PL 3 (Developing)	PL 4 (Expanding)	PL 5 (Bridging)	PL 6 (Reaching)
K	241	259	279	289	310
1	264	286	304	315	334
2	283	307	326	337	355
3	297	323	342	352	370
4	307	335	354	364	382
5	316	345	364	373	391
6	323	353	373	382	399
7	329	360	380	389	406
8	335	366	386	395	412
9	340	372	392	401	418
10	344	377	397	406	423
11	348	382	402	410	427
12	352	386	407	414	432

ACCESS for ELLs Speaking Domain: Scale Score to Proficiency Levels

Grade	PL 2 (Emerging)	PL 3 (Developing)	PL 4 (Expanding)	PL 5 (Bridging)	PL 6 (Reaching)
K	191	250	301	349	392
1	205	261	311	361	403
2	220	273	322	374	415
3	234	283	332	386	425
4	246	293	342	397	435
5	258	302	350	407	443
6	268	310	360	417	451
7	277	317	369	425	457
8	284	323	377	433	463
9	290	328	385	440	468
10	295	333	393	446	471
11	299	337	400	451	474
12	302	340	406	455	476

ACCESS for ELLs Writing Domain: Scale Score to Proficiency Levels

Grade	PL 2 (Emerging)	PL 3 (Developing)	PL 4 (Expanding)	PL 5 (Bridging)	PL 6 (Reaching)
K	234	271	311	367	389
1	238	275	337	382	405
2	242	279	341	388	411
3	247	283	346	394	418
4	266	288	351	401	425
5	267	293	356	407	433
6	268	298	361	413	441

7	273	305	367	419	450
8	281	311	372	424	459
9	289	319	378	430	469
10	298	326	385	436	479
11	308	335	391	441	490
12	318	344	398	447	501

ACCESS for ELLs Comprehension Composite: Scale Score to Proficiency Levels

Grade	PL 2 (Emerging)	PL 3 (Developing)	PL 4 (Expanding)	PL 5 (Bridging)	PL 6 (Reaching)
K	237	257	279	288	309
1	256	278	300	311	332
2	272	300	322	335	355
3	287	316	339	351	371
4	297	328	351	364	384
5	307	338	361	374	394
6	314	347	370	383	403
7	321	354	377	391	410
8	327	360	383	397	417
9	332	366	389	403	423
10	338	371	395	409	428
11	344	377	400	413	433
12	349	381	404	418	438

ACCESS for ELLs Literacy Composite: Scale Score to Proficiency Levels

Grade	PL 2 (Emerging)	PL 3 (Developing)	PL 4 (Expanding)	PL 5 (Bridging)	PL 6 (Reaching)
K	238	265	295	328	350
1	251	281	321	349	370
2	263	293	334	363	383
3	272	303	344	373	394
4	287	312	353	383	404
5	292	319	360	390	412
6	296	326	367	398	420
7	301	333	374	404	428
8	308	339	379	410	436
9	315	346	385	416	444
10	321	352	391	421	451
11	328	359	397	426	459
12	335	365	403	431	467

ACCESS for ELLs Oral Language Composite: Scale Score to Proficiency Levels

Grade	PL 2 (Emerging)	PL 3 (Developing)	PL 4 (Expanding)	PL 5 (Bridging)	PL 6 (Reaching)
K	210	251	290	318	350
1	221	260	301	332	365
2	233	278	318	352	385
3	248	292	332	368	400
4	261	303	343	380	412
5	272	313	352	391	422
6	281	321	362	401	431

7	290	329	370	410	439
8	296	335	377	418	445
9	302	341	384	425	451
10	310	346	391	431	456
11	317	351	397	436	461
12	322	354	402	441	464

Angelica Allen-McMillan, Ed.D., Acting Commissioner
Acting Secretary, N.J. State Board of Education

Kathy Goldenberg, President
N.J. State Board of Education