

# BOSTON PUBLIC SCHOOLS



## MAURICE J. TOBIN SCHOOL ESCUELA MAURICE J. TOBIN

JOHN HOLLY  
Director of Instruction  
Director de Instruccion

EFRAIN TOLEDANO  
Principal  
Director

10/27/17

**ACCESS TIER Placement  
Spring 2018**

Dear Tobin Educators,

The **\*ACCESS** assessment (including group modules and individual speaking tests) will be administered to ELL students, with the exception of FLEP, beginning January 15–February 2, 2018 at the Tobin K-8 School including make-ups.

In accordance with the *Principal's Pre-Administration Manual*, Fall 2017, students in grades K–8 who are identified as ELL/LEP must participate in ACCESS for ELLs testing for their grade, as follows:

- students who were reported as ELL/LEP in October 2017 SIMS AND
- students who enroll in school after the October 2017 SIMS submission and prior to January 26, 2018 who will be reported as ELL/LEP in the March 2018 SIMS.

Students Not Required to Participate in Some or All of the ACCESS for ELLs test for Spring 2017

- ELL students reported as LEP in October 2017 SIMS who have exited LEP (ELL) status before the beginning of the testing window (i.e., before January 4, 2018). Note: The "LEP" designation for students who exit ELL status prior to testing must be removed in the district's March 2018 SIMS submission.
- If a student meets the criteria to receive the ELA read-aloud special access/nonstandard accommodation and this is already listed in the IEP or 504 plan, the student must take Listening, Speaking, and Writing, but not the Reading test. The school may administer the Reading test to the student, at their discretion, to receive an overall score and proficiency level.

**Students must take the ACCESS for ELLs tests in designated grade cluster as follows: K, 1, 2, 3, 4–5, 6–8.**

**Tier Selection (Due Nov 3<sup>rd</sup>)** - At this time, we will record determinations for ACCESS Tier placement on the ACCESS HR by HR sheets provided by Mr. Holly. Tier decisions will inform the ACCESS Test booklet order due on Nov. 9<sup>th</sup>. Tier placement decisions will be based on Spring 2017 ACCESS results, WIDA ACCESS Placement Test (W-APT), progress in the classroom. For grades 1–8, ACCESS for ELLs paper-based test forms are divided into three tiers in each grade-level cluster: Tier A, Tier B, and Tier C, each assessing students at a different level of English language proficiency in that grade cluster. Therefore, to ensure the best possible testing experience for every student and the most meaningful results, it is necessary to place individual students into the tier that best matches his or her proficiency level. The selection of a student's tier is best made by his or her teachers, based on the information they have about the student's language proficiency.

For each student taking a paper-based test, we will select the test tier that best matches each student's proficiency level, based on the *DESE Criteria for Tier Selection* outlined below:

**Tier A** is appropriate for beginning ELLs who:

- enrolled in schools in the U.S. during the current academic school year without previous instruction in English
- have low-level English literacy skills or currently receive literacy instruction ONLY in their native language

**Tier B** is appropriate for most ELL students who:

- have social language proficiency and some, but not extensive, academic language proficiency in English
- have acquired some literacy in English though have not yet reached grade level literacy

**Tier C** is appropriate for students who are close to exiting ELL status and who:

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- are approaching grade-level proficiency in literacy and academic language in the core content areas
- will likely meet the exit criteria for support services by the end of the academic year

Test questions in each tier overlap somewhat, with Tier A targeting ACCESS for ELLs proficiency levels 1-3; Tier B levels 2-4; and Tier C levels 3-5. “Capping” of Scores for Students Taking Paper-based Tier A and Tier B tests  
Students who take Tier A or Tier B tests in Listening and Reading will not receive language proficiency levels above 4.0 for Tier A, or above 5.0 for Tier B, in these two domains. Therefore, students who take a Tier A or Tier B test are less likely to receive a Comprehension composite score or an Overall score above proficiency level 4.0 or 5.0, respectively.

Source: *ACCESS for ELLs, Computer- and Paper-Based Assessments for Students in Grades 1–12, plus Kindergarten and Alternate ACCESS for ELLs, Principal’s Pre-Administration Manual*, p.6-7.

Thank you,

John Holly, Director of Instruction  
Cc: Efrain Toledano, Principal

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
<p><b>TIER A</b> is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> <li>• have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR</li> <li>• currently receive literacy instruction ONLY in their native language, OR</li> <li>• have recently tested at the lowest level of English language proficiency</li> </ul>					
<p><b>TIER B</b> is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> <li>• have social language proficiency and some, but not extensive, academic language proficiency in English, OR</li> <li>• have acquired some literacy in English though have not yet reached grade level literacy</li> </ul>					
<p><b>TIER C</b> is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> <li>• are approaching grade level in literacy and academic language proficiency in the core content areas, OR</li> <li>• will likely meet the state’s exit criteria for support services by the end of the academic year</li> </ul>					

9/21/2017