An English language learner, or ELL, is a student who has extra support learning English in school. There are 4.9 million ELLs in the United States.*

*In 2016, according to the National Center for Education Statistics

Identifying a student as an ELL

1. You answered questions about the languages you use at home.
2. A test measured your child’s academic English skills in listening, reading, speaking, and writing.
3. Your child can have instruction in English, in addition to other classes.

ELLs take an academic English language test every year. Test information helps teachers plan how best to teach your child. Test scores also help teachers know when your child can stop receiving English language support. You can use test information to advocate for your child at school. Talk with your child’s teachers about:

- When you will receive test scores and how to track your child’s progress.
- How you can support your child’s language learning at home.
- How support changes as your child builds academic English language skills.
- When students stop receiving English language support.

Questions you can ask

- What are the goals for my child?
- How does learning English fit with other skills my child is learning?
- How do you include students’ languages and cultures at school?

Ask about English language learning at your child’s school. Students are tested every year, but you have the right to accept or decline language support.
ACCESS for ELLs is an English language proficiency test that measures students’ academic English language skills.

Your child was identified as an ELL, which means your child can have instruction in English, in addition to taking other classes. ELLs take an English language proficiency test every year.

Testing helps teachers understand whether students have the language skills they need to fully participate in the classroom. Your child’s teachers use ACCESS for ELLs test scores as they decide how best to teach your child.

Test scores also help teachers track your child’s progress in learning academic English and help schools decide what English language support services to provide. You can use test information to advocate for your child at school.

ELL
An English language learner, or ELL, is a student who has the opportunity to receive instruction in English, in addition to taking other classes. ELLs are tested every year to help teachers understand their language skills, but you have the right to accept or decline language support.

Language Proficiency
A language proficiency level is a measurement of where students are in the ongoing process of building language skills. When students reach the highest levels of language proficiency, they no longer need language support services.
ACCESS for ELLs Assessments

• ACCESS for ELLs is available in a paper-and-pencil or computer-based format.

• Kindergarten ACCESS for ELLs uses stories and activities to keep young learners engaged.

• Alternate ACCESS for ELLs is a test that support teams can elect to use for students with the most significant cognitive disabilities. It offers extra support and gives students multiple opportunities to respond to test items.

Talk with teachers about ACCESS for ELLs testing plans at your child’s school.

Your child does not need to study for ACCESS for ELLs. The test is an opportunity for students to demonstrate all the ways that they understand and can communicate in English.

Prepare for test day by making sure your child gets plenty of sleep and eats breakfast.

Talk with your child’s teachers about when you will receive test scores, how your child’s school uses those scores, and how language support changes as your child builds English language skills.

Questions you can ask

• When will my child take ACCESS for ELLs?

• When will I receive my child’s ACCESS for ELLs test scores?

• How are test scores used to help my child make progress in learning academic English?

• How do you decide when my child stops receiving language support?
Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.
Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.