

CIP Goal Setting for Meeting AMAOs A & B: MARYVALE EL, 2015-2016 Data

AMAO A: Adequate Progress in Language Acquisition

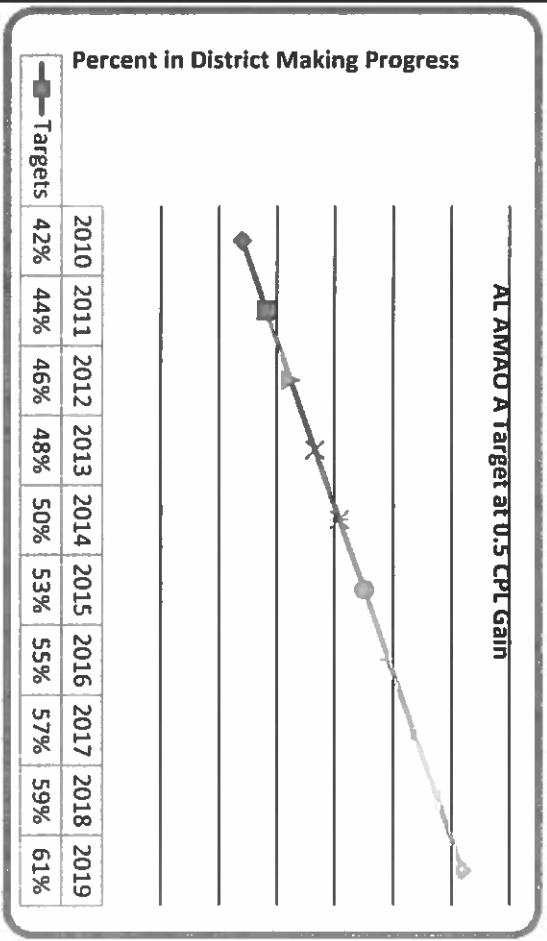
School Status
Percent of students making APPLA

1 / 1

100%

Must increase APPLA by 0% school wide.

Goal Setting School Wide:
Need to maintain APPLA of 57% or higher.



| Goal Setting by Grade Level | | | |
|--|---|---|---|
| Find percent of students making APPLA 4 th Grade 1/1 100% | Find percent of students making APPLA Grade ___ / ___ ___% | Find percent of students making APPLA Grade ___ / ___ ___% | Find percent of students making APPLA Grade ___ / ___ ___% |
| Must increase APPLA by 0% for students in grade 4. | Must increase APPLA by ___% for students in grade _____. | Must increase APPLA by ___% for students in grade _____. | Must increase APPLA by ___% for students in grade _____. |
| Goal Statement Grade 4 needs to maintain APPLA of 57% or higher in 2017. | Goal Statement Grade ___ needs to increase APPLA from ___% to 57 % in 2017. | Goal Statement Grade ___ needs to increase APPLA from ___% to 57 % in 2017. | Goal Statement Grade ___ needs to increase APPLA from ___% to 57 % in 2017. |

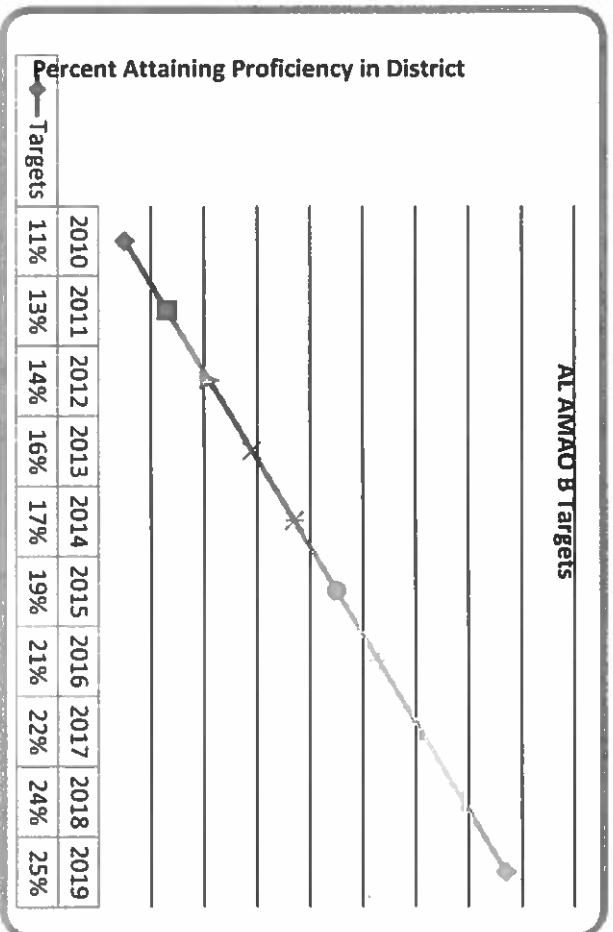
AMAO B: Percent of ELs Attaining English Language Proficiency

School Status
Percent of students attaining English

1 / 1
100%

Must increase Attainment by 0% school wide.

Goal Setting School Wide:
Need to *Maintain* Attainment of 22% or higher.



Goal Setting by Grade Level

| Find percent of students attaining English proficiency | Find percent of students attaining English proficiency | Find percent of students attaining English proficiency | Find percent of students attaining English proficiency | Find percent of students attaining English proficiency |
|---|---|---|---|---|
| 4 th Grade 1/1 100% | Grade ___ / ___ ___% | Grade ___ / ___ ___% | Grade ___ / ___ ___% | Grade ___ / ___ ___% |
| Must <i>increase</i> attainment in English by 0% for students in grade 4. | Must <i>increase</i> attainment in English by ___% for students in grade ___. | Must <i>increase</i> attainment in English by ___% for students in grade ___. | Must <i>increase</i> attainment in English by ___% for students in grade ___. | Must <i>increase</i> attainment in English by ___% for students in grade ___. |
| Goal Statement Grade 4 needs to <i>maintain</i> attainment in English of 22% or higher in 2017. | Goal Statement Grade ___ needs to <i>increase</i> attainment in English from ___% to 22% in 2017. | Goal Statement Grade ___ needs to <i>increase</i> attainment in English from ___% to 22% in 2017. | Goal Statement Grade ___ needs to <i>increase</i> attainment in English from ___% to 22% in 2017. | Goal Statement Grade ___ needs to <i>increase</i> attainment in English from ___% to 22% in 2017. |

ESL Needs Assessment: 2015-2016 Data

MARYVALE ELEMENTARY AMAOs

| STRENGTHS | WEAKNESSES |
|--|--|
| AMAO-A Attained 100% in AMAO-A, exceeding goal of 55% by 45%. | 4th grade Writing 100% of 4 th graders scored a 4 on the Writing Domain of the ACCESS for ELL's. |
| AMAO-B Attained 100% in AMAO-B, exceeding goal of 21% by 79%. | |
| 4th grade Speaking 100% of 4 th graders scored a 6 on the Speaking Domain of the ACCESS for ELL's. | |



ACCESS for ELLs 2.0®
English Language Proficiency Test

District: Mobile County
School: Maryvale Elementary
Grade: 04
Cluster: 4-5

School Frequency Report - 2016

| Proficiency Level | Listening | | Speaking | | Reading | | Writing | | Oral Language ^A | | Literacy ^B | | Comprehension ^C | | Overall Score ^D | |
|---|------------------------|-------------------|------------------------|-------------------|------------------------|-------------------|------------------------|-------------------|----------------------------|-------------------|------------------------|-------------------|----------------------------|-------------------|----------------------------|-------------------|
| | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested |
| 1 - Entering Knows and uses minimal social language and minimal academic language with visual and graphic support | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 2 - Emerging Knows and uses some social English and general academic language with visual and graphic support | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 3 - Developing Knows and uses social English and some specific academic language with visual and graphic support | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 4 - Expanding Knows and uses social English and some technical academic language | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% |
| 5 - Bridging Knows and uses social and academic language working with grade level material | 1 | 100% | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | 1 | 100% |
| 6 - Reaching Knows and uses social and academic language at the highest level measured by this test | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| Highest Score | 372 | | 402 | | 349 | | 363 | | | | | | | | | |
| Lowest Score | 372 | | 402 | | 349 | | 363 | | | | | | | | | |
| Total Tested | 1 | | | | | | | | | | | | | | | |

A - Oral Language = 50% Listening + 50% Speaking
 B - Literacy = 50% Reading + 50% Writing
 C - Comprehension = 70% Reading + 30% Listening
 D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking



ACCESS for ELLs 2.0[®]
English Language Proficiency Test

District: Mobile County
School: Maryvale Elementary
Grade: 04

Student Roster Report — 2016

| STUDENT NAME STATE STUDENT ID | Tier | Cluster | Listening | | Speaking | | Reading | | Writing | | Oral Language ⁴ | | Literacy ³ | | Comprehension ⁵ | | Overall Score ⁶ | | |
|----------------------------------|------|---------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|----------------------------|------------|-----------------------|------------|----------------------------|------------|----------------------------|------------|--|
| | | | Scale Score | Prof Level | Scale Score | Prof Level | Scale Score | Prof Level | Scale Score | Prof Level | Scale Score | Prof Level | Scale Score | Prof Level | Scale Score | Prof Level | Scale Score | Prof Level | |
| Yos-Perez, Juan 1970831531 | C | 4.5 | 372 | 5.6 | 402 | 6.0 | 349 | 5.4 | 363 | 4.8 | 387 | 6.0 | 356 | 4.9 | 356 | 5.5 | 365 | 5.3 | |
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Exit +

Overall Scores are computed when all 4 domains have been completed
 NA – Not available – Student Booklet is marked with a Non-Scoring Code of
 Absent, Invalide, Declined or Deferred Special Education/504

A – Oral Language = 50% Listening + 50% Speaking
 B – Literacy = 50% Reading + 50% Writing
 C – Comprehension = 70% Reading + 30% Listening
 D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Individual Student Report 2016

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

| Language Domain | Proficiency Level (Possible 1.0-6.0) | | | | | | Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions | | | | | |
|--|---|---|---|---|---|---|--|-----|-----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 100 | 200 | 300 | 400 | 500 | 600 |
| Listening | 5.6 | | | | | | 372 | | | | | |
| Speaking | 6.0 | | | | | | 402 | | | | | |
| Reading | 5.4 | | | | | | 349 | | | | | |
| Writing | 4.8 | | | | | | 363 | | | | | |
| Oral Language 50% Listening + 50% Speaking | 6.0 | | | | | | 387 | | | | | |
| Literacy 50% Reading + 50% Writing | 4.9 | | | | | | 356 | | | | | |
| Comprehension 70% Reading + 30% Listening | 5.5 | | | | | | 356 | | | | | |
| Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking | 5.3 | | | | | | 365 | | | | | |

*Overall score is calculated only when all four domains have been assessed. NA: Not available

| Domain | Proficiency Level | Students at this level generally can... |
|------------------|-------------------|---|
| Listening | 5 | <p>understand oral language in English and participate in all academic classes, for example:</p> <ul style="list-style-type: none"> Expand on others' ideas Distinguish events, people or situations from oral descriptions Recall key information and details about processes or concepts discussed orally Identify examples and reasons that support an opinion or viewpoint |
| Speaking | 6 | <p>use English to communicate orally and participate in all academic classes, for example:</p> <ul style="list-style-type: none"> React and respond to multiple points of view Organize and present research-based information Clarify how or why something happens Persuade others based on opinions, examples and reasons |
| Reading | 5 | <p>understand written language in English from all academic classes, for example:</p> <ul style="list-style-type: none"> Summarize information on a variety of topics and for a variety of purposes Compare ideas and information across various texts Identify causes, effects and consequences of events from written information Recognize claims and supporting evidence around specific issues or concepts |
| Writing | 4 | <p>communicate in writing in English using language related to specific topics in school, for example:</p> <ul style="list-style-type: none"> Produce papers describing specific ideas or concepts Narrate stories with details of people, events and situations Create explanatory text that includes details or examples Provide opinions supported by reasons with details |

Informe individual del estudiante 2016

Este informe brinda información sobre el nivel de desarrollo del alumno en la prueba de desempeño lingüístico en inglés ACCESS for ELLs 2.0. Esta prueba se basa en los estándares de desarrollo del idioma inglés de WIDA y se emplea para medir el progreso de los alumnos en el aprendizaje del inglés. Los resultados se informan como Niveles de desempeño lingüístico del idioma y como Escalas de puntaje.

| Forma de lenguaje | Nivel de desempeño lingüístico (Posible 1.0-6.0) | | | | | | Escala de puntaje (Posible 100-600) e Intervalo de confianza Consulte la Guía de Interpretación de los Informes de Puntuaciones si desea obtener definiciones | | | | | |
|---|---|---|---|---|---|---|--|-----|-----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 100 | 200 | 300 | 400 | 500 | 600 |
| Escuchar | 5.6 | | | | | | 372 | | | | | |
| Hablar | 6.0 | | | | | | 402 | | | | | |
| Leer | 5.4 | | | | | | 349 | | | | | |
| Escribir | 4.8 | | | | | | 363 | | | | | |
| Lenguaje oral 50% escuchar + 50% hablar | 6.0 | | | | | | 387 | | | | | |
| Capacidad de leer y escribir 50% leer + 50% escribir | 4.9 | | | | | | 356 | | | | | |
| Comprender 70% leer + 30% escuchar | 5.5 | | | | | | 356 | | | | | |
| Puntaje global* 35% leer + 35% escribir + 15% escuchar + 15% hablar | 5.3 | | | | | | 365 | | | | | |

*El puntaje global se calcula solamente después de evaluar las cuatro formas de lenguaje. NA (por sus siglas en inglés): No disponible

| Forma de lenguaje | Nivel de desempeño lingüístico | En este nivel, los alumnos generalmente pueden hacer lo siguiente: | |
|-------------------|--------------------------------|--|--|
| Escuchar | 5 | <ul style="list-style-type: none"> Entender el lenguaje oral en inglés y participar en todas las clases académicas, por ejemplo: Ampliar las ideas de los demás. Distintuir acontecimientos, personas o situaciones a partir de descripciones orales. | <ul style="list-style-type: none"> Recordar información y detalles claves sobre procesos o conceptos discutidos de manera oral. Identificar ejemplos y razones que respalden una opinión o un punto de vista. |
| Hablar | 6 | <ul style="list-style-type: none"> Usar el inglés para comunicarse de manera oral y para participar en todas las clases académicas, por ejemplo: Reaccionar y responder a múltiples puntos de vista. Organizar y presentar información basada en la investigación. | <ul style="list-style-type: none"> Clarificar cómo y por qué sucede algo. Persuadir a los demás en función de opiniones, ejemplos y razones. |
| Leer | 5 | <ul style="list-style-type: none"> Entender el lenguaje escrito en inglés de todas las clases académicas, por ejemplo: Resumir información sobre varios temas y para varios propósitos. Comparar ideas e información entre varios textos. | <ul style="list-style-type: none"> Identificar causas, efectos y consecuencias de acontecimientos a partir de información escrita. Reconocer declaraciones y la evidencia que las sustenta relacionadas con temas y conceptos. |
| Escribir | 4 | <ul style="list-style-type: none"> Comunicarse en inglés a través de la escritura utilizando el lenguaje relacionado con temas específicos en la escuela, por ejemplo: Escribir artículos que describan ideas o conceptos específicos. Narrar historias que contengan detalles sobre personas, acontecimientos y situaciones. | <ul style="list-style-type: none"> Crear textos explicativos que incluyan detalles y ejemplos. Dar opiniones respaldadas con razones que incluyan detalles. |