Case Studies
Levels 3 and 4 for February 14

Developing Students

1. Luis enrolled in US schools in grade 2 when he scored 2.5 composite on W-APT. Luis returned to Mexico for one year and re-entered school in the US in grade 4 with a 2.5 composite score on W-APT. Now in grade 8, he scored 3.7 composite on ACCESS for ELLs in 2012. For Listening and Speaking he has scored 4.6. His literacy composite score was 2.4.

2. Fernando enrolled in PA schools with an IEP from Puerto Rico. He entered our district in grade 3. Upon enrollment he scored a composite of 1.2 on W-APT with a disability in the area of reading. He is dyslexic. Fernando has received itinerant Learning Support for reading since third grade. He is now in 8th grade. In 2012 his ACCESS for ELLs scores were 1.8 in Reading, 1.6 in Writing. His Listening score was 4.6 and Speaking was 4.7. His overall composite score was 3.1

Expanding Students

3. Maria enrolled in US schools at grade four when she scored level 1.6 on W-APT. She speaks only Chinese in her home. She is now in grade 8 and scored a composite of 4.2 on ACCESS for ELLs in 2012. Maria’s strengths are in the receptive skills of Listening and Reading. Her productive skills, Speaking and Writing need to be strengthened.

4. Miguel was born in PA and has been in school since Kindergarten. His family speaks Spanish at home and Miguel qualified for ESL when he entered school. Now at grade 8, Miguel’s scores on ACCESS for ELLs indicate that he is at level 4.5 for listening; 5.0 for speaking; 3.9 for reading and 3.6 for writing. His composite score is 4.3.