

# AQS III Scoring Form

Newcomer   
 Continuing  AQS Baseline\_\_\_\_\_

Date \_\_\_\_\_

NAME/ID#: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_ SEX: \_\_\_\_\_ GRADE: \_\_\_\_\_ AGE AT ARRIVAL IN U.S.: \_\_\_\_\_

LANGUAGE(S) SPOKEN AT HOME: \_\_\_\_\_

CULTURAL/ENVIRONMENTAL FACTORS	Information	Scores
1. Time in United States/Canadian schools		
2. Time in Your School/District		
3. Time in ESL or Bilingual ELL Education		
4. Home/Native Language Proficiency		
5. School/English Language Proficiency		
6. Bilingual Balance		
7. Ethnicity/Cultural Identity		
8. % in School Speaking Student's Language/dialect		
<b>AQS Score Total:</b>		
<b>1. Time in US/Canadian schools:</b> Less than 180 days (1 yr/good atten) instruction = 1      Between 550 – 720 days (4 yrs/good atten) of instruction = 4 Between 190 – 360 days (2yrs/good atten) of instruction = 2      Between 730 – 900 days (5 yrs/good atten) of instruction = 5 Between 370 – 540 days (3yrs/good atten) of instruction = 3      More than 920 days of instruction = 6		
<b>2. Time in Your School/District:</b> Less than 1090 hours (1 yr/good atten) instruction = 1      Between 3250 - 4330 hours (4 yrs/good atten) of instruction = 4 Between 1090 - 2170 hours of instruction = 2      Between 4330 - 5500 hours of instruction = 5 Between 2170 - 3250 hours of instruction = 3      More than 5500 hours of instruction = 6		
<b>3. Time in Bilingual Transitional, ESL, or ELL Program</b> Less than 360 hours of direct instruction = 1      Between 800 and 1080 hours of direct instruction = 4 Between 360 and 500 hours of direct instruction = 2      Between 1080 and 1450 hours of direct instruction = 5 Between 500 and 800 hours of direct instruction = 3      More than 1450 hours of direct instruction = 6		
<b>4. Home/Native Language Proficiency</b> Does not speak language, pre-production = 1      High intermediate fluency, moderate academic fluency = 4 Early production to low speech emergence = 2      Advanced intermediate social & academic fluency = 5 High speech emergence- intermediate fluency, limited academic = 3      Advanced social & academic fluency = 6		
<b>5. School/English Language Proficiency</b> Does not speak language, pre-production = 1      High intermediate fluency, moderate academic fluency = 4 Early production to low speech emergence = 2      Advanced intermediate social & academic fluency = 5 High speech emergence- intermediate fluency, limited academic = 3      Advanced social & academic fluency = 6		
<b>6. Bilingual Balance</b> Essentially monolingual = 1      Good social both, basic academic one, intermediate academic other = 4 Primarily one, some social in other = 2      Most academic in one, intermediate academic in other = 5 Limited academic either language, moderate social both = 3      Bilingual in social and academic language = 6		
<b>7. Ethnicity/ Cultural Identity</b> American Indian, Native American, Alaska. Native, Indigenous, Aboriginal population, or First People = 1      African American, Black, Roma/Gypsy, African, Hispanic/Latino(a)/Chicano(a), South or Central American or Caribbean = 2      East Asian or Pacific Islander = 3 Western European/ Scandinavian = 6 Eastern European, former Soviet Bloc = 5 West Asian or Middle Eastern = 4		
<b>8. Percent In School Speaking Student's Language Or Dialect</b> 81% - 100% of enrollment = 1      30% -49% of enrollment = 4 66% - 80% of enrollment = 2      11% - 29% of enrollment = 5 50% - 65% of enrollment = 3      0% - 10% of enrollment = 6		

## Rate of Acculturation

Based upon our current student sample (from Western states), the average minimal rate of acculturation on the AQS III is at least 10% per annum. Students scored annually who do not achieve or maintain this rate may not be receiving appropriate instructional support or intervention or may have some other unidentified contributing factor. Most limited Standard English proficient students receiving substantial, content focused assistance through ELL, dual language, bilingual or ESL in the content area programs make a 11% gain on the AQS III per annum. American students from minority or marginalized communities in the U.S. or Canada who speak a linguistically distinct dialect of English generally acculturate to the public school system at a lower rate than immigrant or refugee students. The minimum average annual gain for the AQS III refers to the average point gain year to year you should be seeing in your students who are acculturating to your school system. Inadequate or inappropriate instruction or intervention (or the presence of an unidentified disability) may depress the annual rate of acculturation, as discussed above. A normal rate of acculturation will equal a ratio of gained points divided by expected points = 1. To calculate this you need to have a baseline score on the AQS III and a current score. We recommend completing an AQS III at the time of enrollment on every diverse learner to establish a baseline. You may also complete an AQS III on a diverse learner within six weeks after the student enters your school system. When you are using the AQS III to monitor that students are acculturating to your school system at a normal rate, complete an AQS III every year. To calculate rate of acculturation, look at the Rate Table. Locate the earliest score (preferably at enrollment) your student received in the left hand column "AQS Score". This is your **baseline** score. To the right of this is a column "Minimum Average Annual Gain". The number in this column is the number of points per annum your student should gain on the AQS III. The number of years between **baseline** and **current** completion of the AQS III multiplied times the minimum expected gain gives you the normal point gain expected over this time period. Then subtract the **baseline** score from the **current** score to find the number of points actually gained by the student in this time period.

$$\frac{\text{Years between AQS}}{\text{Minimum Gain}} \times \text{Minimum Gain} = \text{Normal Gain Expected}$$

$$\text{Current AQS Score} - \text{Baseline Score} = \text{Point Gain Achieved}$$

$$\frac{\text{Achieved}}{\text{Expected}} = \text{Ratio}$$

The ratio between **Expected** and **Achieved** should equal 1.0 if the student is acculturating at a normal rate. In other words, Achieved divided by Expected should equal 1.0 if the student is acculturating to your school system at a normal rate. If the ratio between expected and achieved is less than 1.0, e.g. the number of points achieved is lower than the number expected, then something is depressing the rate of acculturation. This could be inadequate or inappropriate instruction or the presence of an unidentified disability and needs further evaluation. If the ratio is less than 1.0, investigate the reasons why: inappropriate instruction, inadequate services, limited time in directed assistance, limited home language assistance, specific learning and behavior problems, etc. If the ratio is greater than 1.0, e.g. points gained are greater than expected, the student is making better than average progress in acculturating to your school system.

## Acculturation Scores and Annual Gain

AQS Score	Minimum Average Annual Gain	Description of Level of Acculturation	AQS Score	Minimum Average Annual Gain	Description of Level of Acculturation	AQS Score	Minimum Average Annual Gain	Description of Level of Acculturation
8	4.0	Significantly Less Acculturated	23	3.0	In Transition	37	2.0	Significantly More Acculturated
9	4.0		24	3.0		38	2.0	
10	4.0		25	3.0		39	2.0	
11	4.0		26	3.0		40	2.0	
12	4.0		27	3.0		41	2.0	
13	4.0		28	3.0		42	2.0	
14	4.0		29	3.0		43	2.0	
15	3.5	Less Acculturated	30	2.5	More Acculturated	44	1.5	Highly Acculturated
16	3.5		31	2.5		45	1.5	
17	3.5		32	2.5		46	1.0	
18	3.5		33	2.5		47	1.0	
19	3.5		34	2.5		48	0	
20	3.5		35	2.5				
21	3.5		36	2.5				
22	3.5							