

Proposed Decision-making Guidelines for the EL-TPC

Accommodating English
Learners' level of English
Proficiency on State
Assessments



What is the English Learner Testing Participation Committee (EL-TPC)?

IS

- A team decision
- Testing accommodations for the **GA Milestones, GKIDS**, and other classroom assessments.
- Testing accommodations for English learners **without** disabilities

[2019-2020 Student Assessment Handbook](#), pp. 93-98

IS NOT

- An individual decision
- Testing accommodations for the ACCESS 2.0
- Testing accommodations for English learners with disabilities

EL-TPC Team Considerations



- What are the EL student's levels of English proficiency in Listening, Reading, and Writing?
- What are the EL student's previous GA Milestone's assessments results?
- Which accommodations were previously provided?
- What are the EL student's recent district formative or benchmark data?
- Were accommodations used for these assessments?
- Does the student have any unique sociocultural needs with regards to testing?

GOAL of EL-TPC Guidelines

- Build **consistency across the state** in the application of accommodations for English learners
- Create a **gradual release model**:
 - ❖ As student's level of English proficiency increases year to year, the number of testing accommodations decreases.
 - ❖ Accommodations should give English learners access, not advantage, in the testing experience.
 - ❖ Accommodations should reflect individual student need – *One size does not fit all!*

ELs @ WIDA ELP Levels 1.0 – 2.9



- English learners with **beginning English proficiency**
- Reading & writing skills in English is very limited
- Oral supports (in English) are recommended, rather than written accommodations
- Even oral accommodations may not benefit students at lowest ELP level
- These students need accommodations but are least equipped to use them!

ELs @ WIDA ELP Levels 3.0 – 3.9

- English learners with **intermediate English proficiency**
- Have developed some literacy in English and can benefit from some **written** and **oral** accommodations
- Need for accommodations **varies considerably** depending on unique sociocultural background, student characteristics and literacy demands of the test.
- Bilingual word-to-word dictionaries may be beneficial when EL is literate in his/her home or primary language and has recently received schooling in that language

ELs @ WIDA ELP Levels 4.0 – 5.9

- English learners or Exited English learners with decreased need for most accommodations
- Bilingual Word-to-word dictionaries (and extra time to use them) may be helpful if the EL is literate in his/her native language and has received recent instruction in that language (whether in the U.S. or abroad)

NOTE about Exited EL Students:

Students who have exited EL status and are in the two-year monitoring phase are classified as EL=1 or EL=2 and are eligible to receive standard testing accommodations. However, it is **UNLIKELY** that an EL who has met full English proficiency as defined by the state and by the school district will need an EL/TPC accommodation.

Proposed EL-TPC Decision-making Guidelines

Accommodation	Most likely to benefit EL students at this ELP Level		
	ELP Levels 1.0 – 2.9	ELP Levels 3.0 – 3.9	ELP Levels 4.0 – 5.9
Setting Accommodations			
1. ESOL classroom	√	√	√
2. Small group	√	√	√
3. Preferential seating	√	√	
4. Individual or study carrel	√		
5. Individual administration	√		

Consider whether **setting** accommodations are necessary or not.
 Consider student’s sociocultural adjustment needs.
 Be careful not to over-accommodate

Accommodation	Most likely to benefit EL students at this ELP Level		
	ELP Levels 1.0 – 2.9	ELP Levels 3.0 – 3.9	ELP Levels 4.0 – 5.9
Presentation Accommodations			
6. Explain or paraphrase the directions for clarity (in English only)	√	√	
7. Oral reading of test questions in English only	√	(case by case for students in the low 3.0's)	
8. Oral reading of ELA passages in English only*	Reading Proficiency < 2.0 AND Listening Proficiency ≥ 3.0		
9. Repetition of directions** (in English only)	√	√	

*Restricted to eligible EL students only; **see guidance on next page for eligibility**. For oral reading, screen reader is the preferred method of administration. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the Read-Aloud Guidelines.

PROPOSED GUIDANCE FOR USE OF CONDITIONAL ACCOMMODATIONS 8: READING OF ENGLISH LANGUAGE ARTS (ELA) PASSAGES

There is a high risk associated with the conditional accommodation “read aloud to student by human reader or electronic media” given that it changes the construct of the reading assessment. The test becomes a measure of listening skills rather than reading skills. Therefore, *regardless of grade level*, this conditional accommodation must be restricted to only those EL students who meet **ALL** eligibility criteria outlined below:

1. The student’s English proficiency scores and performance in the classroom indicate that the student cannot *access, retain, or comprehend text* without the assistance of a reader (i.e., the student is unable to access English text due to their WIDA ACCESS or WIDA Screener (or equivalent valid/reliable language proficiency measure) **reading** language proficiency, not simply reading below grade level);
 - Student’s WIDA ACCESS or WIDA Screener (or equivalent valid/reliable language proficiency measure) **reading proficiency must be less than 2.0.**
 - Student’s WIDA ACCESS or WIDA Screener (or equivalent valid/reliable language proficiency measure) **listening proficiency must be 3.0 and/or greater** for the student to benefit from the read-aloud.

and
2. The student is not poised to exit language services within the current school year;
and
3. There are clear and specific goals within the student’s language instruction educational plan (when applicable) addressing the deficits which necessitate the need for this conditional accommodation.

NOTE: The preferred method of administration for this conditional accommodation is the screen reader. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the posted Read-Aloud Guidelines.

Accommodation	Most likely to benefit EL students at this ELP Level		
	ELP Levels 1.0 – 2.9	ELP Levels 3.0 – 3.9	ELP Levels 4.0 – 5.9
Response Accommodations			
10. Word-to-Word dictionary**		√	√
Scheduling Accommodations			
11. Frequent monitored breaks	√	√	
12. Extended time within the confines of the school day	√	√	√

**EL student must be literate in 1st language enough to use the dictionary effectively; Extended time must be provided in conjunction with this accommodation

Extended Time is defined as time allotted within the confines of a school day.
([2019-2020 Student Assessment Handbook](#), p. 95)



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