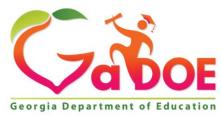
# Proposed Decision-making Guidelines for the EL-TPC



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 <u>without</u> disabilities

#### **IS NOT**

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

2019-2020 Student Assessment Handbook, pp. 93-98





#### **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**

	Most likely to benefit EL students at this ELP Level		
Accommodation	ELP Levels 1.0 – 2.9	3.0 – 3.9	ELP Levels 4.0 – 5.9
Setting Accommodations			
ESOL classroom	1	1	1
<ol><li>Small group</li></ol>	1	1	1
<ol><li>Preferential seating</li></ol>	1	1	
4. Individual or study carrel	1		
<ol><li>Individual administration</li></ol>	1		

Consider whether **setting** accommodations are necessary or not.

Consider student's sociocultural adjustment needs.

Be careful not to over-accommodate



		Most likely to benefit EL students at this ELP Level		
	Accommodation	ELP Levels 1.0 – 2.9	3.0 – 3.9	ELP Levels 4.0 – 5.9
Prese	ntation Accommodations			
6.	Explain or paraphrase the	1	1	
	directions for clarity (in English only)			
7.	Oral reading of test questions in		(case by case for students in the	
	English only	~	low 3.0's)	
8.	Oral reading of ELA passages in	Reading Proficiency < 2.0 AND Listening Proficiency > 3.0		
	English only*			
9.	Repetition of directions** (in English only)	1	1	

\*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 <u>must</u> be restricted to only those EL students who meet **ALL** eligibility criteria outlined below:

- 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

- The student is not poised to exit language services within the current school year;and
- 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.



	Most likely to benefit EL students at this ELP Level		
Accommodation	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**		1	1
Scheduling Accommodations			
11. Frequent monitored breaks	1	1	
12. Extended time within the confines of the school day	1	1	1

\*\*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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