

## Testing Policy and Procedure Information for First Year LEP Students

### **Preliminary Identification of Potential First Year/Transfer LEP Students**

*Home Language Survey (HLS) Process:* North Carolina State Board of Education policy GCS-K-000 (16 NCAC 6D.0106) states that a home language survey shall be administered to every student at the time of enrollment and maintained in the student's permanent record. The WIDA ACCESS Placement Test (W-APT) is the assessment used in North Carolina for initial identification and placement of students identified as limited English proficient. Eligibility for being assessed on the W-APT is based on results of the Home Language Survey (HLS) process. The HLS process, identification, and subsequent placement of limited English proficient students in English as a Second Language (ESL) services are guided at the state level by the NCDPI Curriculum and Instruction Division. Additional information can be found at <http://esl.ncwiseowl.org/>.

If it is determined that the student was administered the test while previously enrolled in a state school system, the newly enrolling school system must obtain test results from the previous school system to determine the student's LEP status.

Questions concerning the HLS Process should be addressed to the North Carolina Department of Public Instruction (NCDPI) English as a Second Language (ESL) staff.

### **Testing Language Minority and Limited English Proficient Students**

*Parent Notification:* Title III of the Elementary and Secondary Education Act, Section 3302 requires that parents of a child who is identified as limited English proficient (LEP) be notified. This notification must take place within 30 calendar days after the beginning of the school year or within 14 calendar days of enrollment if the student is enrolled after the beginning of the school year.

North Carolina is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium. Information about the Consortium and its assessments can be found at <http://www.wida.us>.

*WIDA ACCESS Placement Test (W-APT):* The W-APT is administered to newly enrolling students within 30 calendar days after the beginning of the school year or within 14 calendar days of enrollment if the student is enrolled after the beginning of the school year. The W-APT is a screener that determines if the student is identified as LEP. If the student is identified as LEP, the W-APT provides guidance concerning which tier (level) of the English language proficiency test should be administered to the student. The score on the W-APT also determines eligibility for state LEP testing accommodations.

North Carolina W-APT Identification Criteria  
for Students with a Home Language other than English

Grade	Domains	W-APT Score Identifies Student as LEP	W-APT Score Indicating Student is NOT LEP
Kindergarten 1 <sup>st</sup> Semester	Speaking & Listening	Less than 27	27 or Higher
Kindergarten 2 <sup>nd</sup> Semester	All Four	Listening & Speaking Less than 27 <i>or</i> Reading less than 14 <i>or</i> Writing less than 17	Listening & Speaking 27 or higher <i>and</i> Reading 14 or higher <i>and</i> Writing 17 or higher
Grade 1 1 <sup>st</sup> Semester	All Four	Listening & Speaking Less than 27 <i>or</i> Reading less than 14 <i>or</i> Writing less than 17	Listening & Speaking 27 or higher <i>and</i> Reading 14 or higher <i>and</i> Writing 17 or higher
Grade 1 2 <sup>nd</sup> Semester	All Four	Composite less than 5.0 <i>or</i> Any domain less than 5.0	Composite 5.0 or higher <i>and</i> No domain less than 5.0
Grade 2 -Grade 12 1 <sup>st</sup> and 2 <sup>nd</sup> semester	All Four	Composite less than 5.0 <i>or</i> Any domain less than 5.0	Composite 5.0 or higher <i>and</i> No domain less than 5.0

*Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)*: The ACCESS for ELLs is the English language proficiency test given annually to LEP students in the spring. Students who are identified as limited English proficient are required to be tested annually. The ACCESS for ELLs is North Carolina's required assessment that complies with Title III of the federal *No Child Left Behind* (NCLB) legislation of 2001. Beginning with the 2002–2003 school year, NCLB has required states to provide an annual assessment of English language proficiency in the areas of listening, speaking, reading, writing, and comprehension in English to all students identified as limited English proficient (LEP) in the schools served by the state [ref. Title I, SEC. 1111 (a) (7)]. Due to this federal legislation, all students identified as LEP are tested annually on the state-designated English language proficiency test during the window established by the state to determine student progress and English language proficiency. Participation is based on the W-APT or ACCESS for ELLs score from the most recent test administration. Scores on the test determine state test accommodation eligibility and LEP status. The annual testing window typically opens the first day of February and closes the third Friday in March each year.

*2010–2011 Annual Testing Window*

The state testing window for the ACCESS for ELLs is February 1 through March 18, 2011. All students identified as LEP enrolled in the school system between **February 1 and March 14** are required to be assessed during the testing window and will be included in Annual Measurable Achievement Objective (AMAO) calculations. Students enrolled after March 14 are not required to be assessed on the ACCESS for ELLs and will not be included in the calculations for that school year.

*Students Enrolling during the State Annual Testing Window*

Language-minority students initially enrolling during the state-designated annual testing window must be tested on the W-APT for identification to determine ESL program placement and to determine which tier of the ACCESS for ELLs the student will be administered during the annual

testing window. Students enrolled after March 14 are not required to be assessed on the ACCESS for ELLs and will not be included in the calculations for that school year.

#### Students Enrolling after the Annual Testing Window

Students enrolling after the close of the state's testing window will continue to be initially tested on the W-APT for identification and ESL program placement and would not be tested on the ACCESS for ELLs after the annual testing window has closed for the current school year.

### **First Year LEP Student Testing Exemption**

**LEP and exempt from reading test:** Students identified as LEP who score below 4.0 Expanding on the W-APT reading subtest and are in their first year in U. S. schools are not required to be assessed on the reading part of the end-of-grade (EOG) test. Students are required to participate in the mathematics and science test administrations, however scores from these administrations will not be included in either growth, the performance composite, or AYP proficiency.

**LEP and exempt from grade 10 writing assessment:** Students identified as LEP who score below 4.0 Expanding on the W-APT reading subtest and are in their first year in U. S. schools are not required to be assessed on the grade 10 writing assessment.

**LEP and exempt from English I test:** Students identified as LEP who score below 4.0 Expanding on the W-APT/ACCESS for ELLs reading subtest and are in their first year in U. S. schools are not required to be assessed on English I end-of-course (EOC) test. These students are required to participate in the administration of any other EOC test for courses in which they may be enrolled. Scores from the administrations will not be included in either growth, the performance composite, or AYP proficiency.

**Note:** For purposes of determining participation, the state-identified English language proficiency reading test will be used as reading participation for the students identified in this section and participation in the state-identified English language proficiency writing placement test will be used as writing participation for students identified in this section.

### **LEP Testing Accommodations**

**LEP and accommodations:** State Board of Education policy GCS-A-011 states that students identified as LEP and scoring below level 5.0 Bridging on the reading subtest of the W-APT/ACCESS for ELLs are eligible for accommodations on all state tests (other than the grade 10 writing assessment). Students scoring level 5.0 Bridging or above on the reading subtest of the W-APT/ACCESS for ELLs or exit LEP identification are not eligible for accommodations on state tests (other than the grade 10 writing assessment).

Students identified as LEP and scoring below level 5.0 Bridging on the writing subtest of the W-APT/ACCESS for ELLs are eligible for accommodations on the grade 10 writing assessment. Students scoring level 5.0 Bridging or above on the writing subtest of the W-APT/ACCESS for

ELLs or exit LEP identification are not eligible for accommodations on the grade 10 writing assessment.

### **LEP Exit Status**

**Exiting LEP status:** The only way that a student can exit LEP status is to achieve the Comprehensive Objective Composite (COC) on the ACCESS for ELLs.

State Board of Education policy GCS-A-012 states that effective with the 2008-09 school year and beyond, students must meet the Comprehensive Objective Composite (COC) as set by the state. The COC defines the attainment of English language proficiency by the student reaching an overall composite score of 4.8, with at least a 4.0 on the reading subtest and at least a 4.0 on the writing subtest on the state's annual English language proficiency test for kindergarten and Tiers B and C in grades 1–12.