



Testing Students Identified as English Learners

Overview of the 2017–18 Publication

Amanda Danks

amanda.danks@dpi.nc.gov

Purpose of this Presentation

- This presentation is only meant to highlight key points and specific changes to this publication
- This presentation should not replace a full reading of the *Testing Students Identified as English Learners*
- This will be recorded and posted



Identification of English Learners

- LEAs/Charter schools must identify in a timely manner students in need of language services
- WIDA Screener for grades 1-12, W-APT for Kindergarten
- Participation in the WIDA Screener/W-APT is based on results of the Home Language Survey (HLS)
- Once identified as an EL, the student is required to be assessed annually with the state-identified English language proficiency (ELP) test



Eligibility for Testing Accommodations

- If a student scores below Level 5.0 Bridging on the reading subtest of the WIDA Screener or the ACCESS for ELLs 2.0, the student is eligible to receive state-approved EL testing accommodations on all state tests.



Alternate ACCESS for ELLs

- Designed for English Learners in grades 1-12 with significant cognitive disabilities
- See additional eligibility criteria to ensure students are being appropriately assessed



Inclusion of English Learners in the Accountability Model

****Please note this change****

Effective the 2017–18 school year and beyond, all students identified as ELs, including students in their first year in United States (U.S.) schools, must participate in the statewide testing program in *all* subject areas (i.e., standard test administration with or without accommodations).

Recently Arrived EL (by year)	Year 1 (ELA, Math, Science)	Year 2 (ELA, Math, Science)	Year 3 and beyond (ELA, Math, Science)
EL Takes Assessments?	Yes	Yes	Yes
EL Receives Individual Student Report?	Yes	Yes	Yes
EL Included in Accountability System?	No	Included for Growth	Included for Proficiency and Growth



Exit Criteria

- Students must meet the Comprehensive Objective Composite (COC) set by the state
 - overall composite score of 4.8 or above
 - at least a 4.0 on reading and writing domains



Monitored Former English Learner (MFEL)

Please note this change

Effective with the 2017–18 school year and beyond, students will be considered Monitored Former English Learners (MFELs) for four years after they exit EL status and thus be a part of the EL subgroup for all disaggregated data (e.g., ELA, Math, Science, Graduation Rate).

Year	EL Identification	ELP Assessment Participation	Included in the EL Subgroup
2016–17	EL	Takes ELP assessment and exits EL status	Yes
2017–18	Exited Year 1	Not tested on the ELP assessment	Yes
2018–19	Exited Year 2	Not tested on the ELP assessment	Yes
2019–20	Exited Year 3	Not tested on the ELP assessment	Yes
2020–21	Exited Year 4	Not tested on the ELP assessment	Yes
2021–22	N/A	Not tested on the ELP assessment	No



Transfer Students

- A student's English language proficiency scores must be transferred with the student's cumulative record
- Schools have thirty (30) calendar days at the beginning of the school year or fourteen (14) at other times of the year to obtain scores on the state-identified ELP assessment
- If there are no scores, the school must administer the state-identified ELP assessment to determine services and eligibility for accommodations
 - Scores received from the most recent assessment do not change the student's EL identification



Joint Responsibility

- It is recommended that LEAs develop a local plan to designate responsibilities for the test and EL coordinators to more clearly define roles in the assessment of English learners
- Teachers and test administrators play an essential role in this effort

Participation in State Assessments

- Participation in the general state test under standard conditions
- Participation in the general state test with testing accommodations
- Participation in a North Carolina alternate assessment, with or without testing accommodations



North Carolina Accessibility Framework

North Carolina's *Accessibility Framework* consists of three tiers of accessibility supports that are available to students in instructional and testing situations.

- Universal Design Features
- Designated Features
- Accommodations



Universal Features

- These are available to *all* students
- These are components of the test construct to promote access for all students

Universal Features
Calculator (assessments requiring calculator use only)
Breaks at predetermined intervals
Scratch paper
Pencils with erasers
Graph paper (mathematics tests)
Tests written using Plain English*

*Plain English is language selected with an emphasis on clarity, brevity, and avoidance of overly complex vocabulary.

Designated Features*

- Features that are available for use by any student
- Can be embedded and provided digitally or provided locally
- Students must have experience using designated features
- For students with IEPs/Section 504 Plans, these features should be documented in the respective plan



Designated Features*

Online Administrations	Paper-and-Pencil Administrations
Highlighter Tool	Highlighters
	Reading Tracker
Color Contrast	Color Acetate Overlays
Adapted Mouse	
Adapted Pencil	
Preferential Seating within the Regular Classroom	
Adaptive Seating	
Read Aloud Test Directions (in English)	
Redirection	

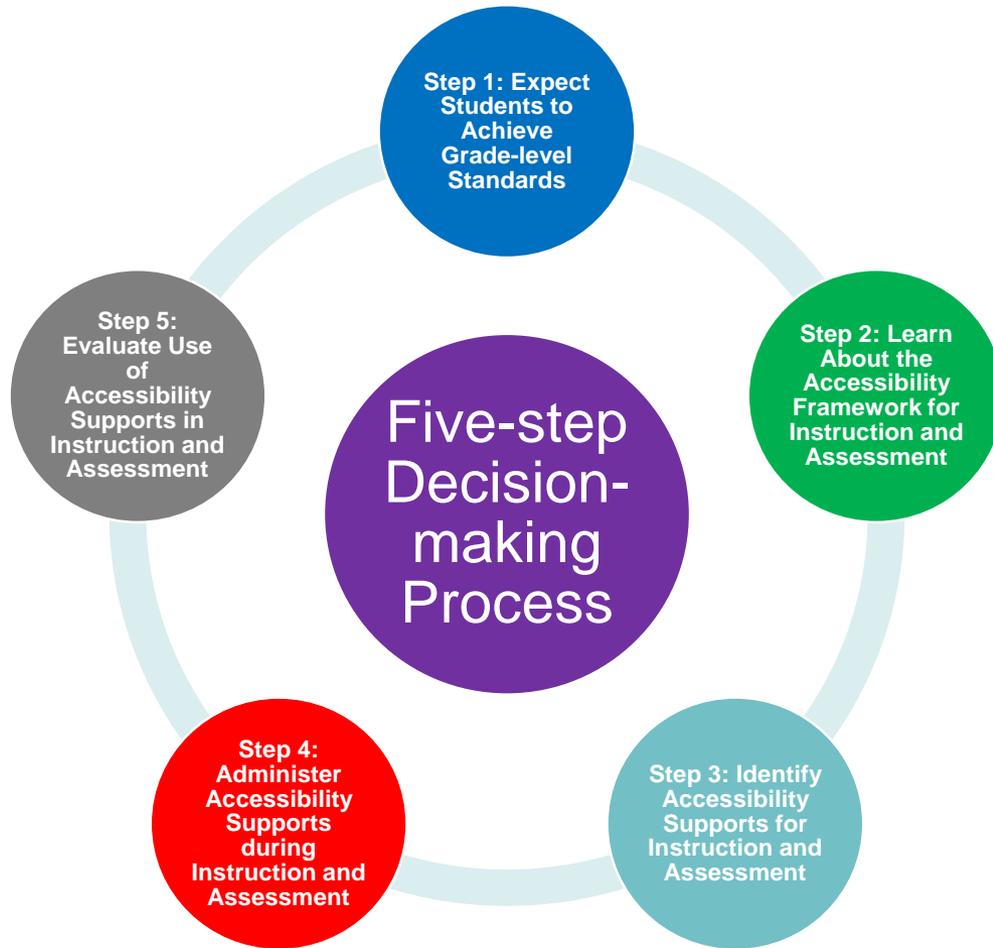


Accommodations

- These are changes in procedures or materials to ensure equitable access to instructional and assessment content
- Accommodations are only available for students with a current EL Plan
- Decisions about accommodations must be made with the best interest of the student in mind



Accessibility Decision Making



The Council of Chief State School Officers (CCSSO) developed this graphic to assist in making instructional and testing decisions for students.

General Information on Accommodations

Accommodations available for students identified as English Learners include the following:

- *Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator*
- *Multiple Testing Sessions*
- *Scheduled Extended Time*
- *Testing in a Separate Room*
- *Student Reads Test Aloud to Self*
- *Test Read Aloud (in English)*



Documentation of Accommodations

- Accommodations must be documented in a student's respective plan using this order of precedence:
 - IEP
 - Section 504 Plan
 - EL plan/documentation
 - Transitory impairment documentation



Changes in Testing Accommodations

- Accommodations can and should be used/changed as appropriate in order to meet the needs of the student
- It is a best practice for a student to have at least thirty (30) school days to become familiar with using an accommodation prior
- If a student is newly identified as having a disability before testing, any testing accommodations that are documented and implemented should have been used as interventions before identification.
- Note: The use of testing accommodations that have not been routinely used during instruction or similar classroom assessments may result in a misadministration.



Changes in Testing Accommodations

- It is a best practice for a student to have at least thirty (30) school days to become familiar with using an accommodation prior to using it on a test
- **There is no thirty (30) day deadline or cut off for changes in accommodations**
- This guideline helps ensure that students are familiar with the use of an accommodation prior to testing
- Students should always be notified prior to testing about the accommodations they will be provided



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Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator

- Word-to-word or word-to-phrase must not contain definitions
- Must not contain diagrams, written notes, formulas, etc.
- Must be a published document, not teacher-made or student-made
- Must be checked and approved by designated school personnel
 - If questions arise, contact your RAC
- The checked and approved dictionary/electronic translator must be provided during testing



Multiple Testing Sessions

- Allows the total test administration time to be divided into mini-sessions as determined by the individual needs of the student
- Students using this accommodation whose testing breaks differ from those designated in the assessment guide must also be provided the *Testing in a Separate Room* accommodation, but may be grouped with students using the same timing schedule



Multiple Testing Sessions

- Students who take a break and have access to other people or devices, must be prevented from accessing previously completed items (i.e., paper clip paper booklets or monitor students taking online assessments)
- Students who take a break and do not have access to other people or devices, may access previously completed items
- Under no circumstances may students revisit calculator inactive sections once they have had access to the calculator



Scheduled Extended Time

- This accommodation allows the tests to be administered during a scheduled extended period of time within one school day, unless the student *also* has the *Multiple Testing Sessions* accommodation
- Students must be allowed to eat lunch during the school day and to travel home at their regularly scheduled time
- If a student is still testing at his/her regularly scheduled lunchtime, arrangements must be made to ensure the student has the opportunity to eat lunch.



Testing in a Separate Room

- It is inappropriate to provide certain accommodations to a small group unless all the students in the group are receiving the same accommodations
- The principal or his/her designee, usually the school test coordinator, shall assist in locating a separate room for the test administration



Student Reads Test Aloud to Self

- Must be tested in a one-on-one setting
- Test administrator and proctor must not correct the student as he/she reads aloud
- Test administrator and proctor must not read all or any part of the test to the student (unless student also has the *Test Read Aloud (in English)* accommodation)



Tests That Measure Reading Comprehension

- Beginning-of-Grade 3 English Language Arts/Reading Test
- North Carolina EOG Assessments of English Language Arts/Reading (Grades 3–8)
- North Carolina EOC Assessment of English II
- NCFEs of English I, English III, and English IV



Test Read Aloud (in English)*

Use of this accommodation invalidates tests which measure reading comprehension

- Student must receive *Testing in a Separate Room* accommodation, either small group with other students requiring the same accommodation or in a one-on-one setting



Test Read Aloud (in English)*

Use of this accommodation invalidates tests which measure reading comprehension

- There are three ways a student may have a test read aloud:
 - The test administrator reads the test aloud
 - A computer reads the test aloud
 - A combination of the two methods above
- Teams may consider these options:
 - Student has everything read aloud
 - Student is to request read aloud
 - Student does not need math tests read aloud
 - Student only needs read aloud for more complex content

Teams must specify the manner in which this accommodation will be provided in the student's documentation



Test Read Aloud (in English)*

Use of this accommodation invalidates tests which measure reading comprehension

- When using the computer to read the test aloud:
 - Student must use head phones or be tested in a one-on-one setting
 - There are no audio files within the test environment for graphics, graphs, or tables within a test item; drag-and-drop item answer choices; application content (menus, embedded tools), error messages, or warning/reminder messages
 - These are human vocalizations using a number of different voices; therefore volume may differ from item to item within a single test form
 - Consider stress on bandwidth when scheduling



Monitoring Accommodations

- The *Review of Accommodations Used During Testing* form is a way for schools and test administrators to:
 - Know what accommodations should be provided based on documentation
 - Indicate whether accommodations were appropriately provided
 - Indicate whether the student used the accommodations
 - Provide anecdotal notes to support future teams in making decisions about accommodations



Monitoring Accommodations

Seek the support of your colleagues in other schools or districts to learn and share best practices for monitoring accommodations. Although the state conducts monitoring visits throughout the school year, monitoring accommodations is a job shared by all.

Review of Accommodations Used During Testing

Student Name	
PowerSchool ID	
Case Manager	
Choose one of the following plans (according to order of accommodations documentation).	<input type="checkbox"/> IEP <input type="checkbox"/> Section 504 Plan <input type="checkbox"/> EL Plan <input type="checkbox"/> Transitory Impairment Documentation
Dates of Plan	Start Date: _____ End Date: _____
Test	<input type="checkbox"/> BOG3 <input type="checkbox"/> EOG <input type="checkbox"/> RTA3 <input type="checkbox"/> EOC <input type="checkbox"/> NCF <input type="checkbox"/> CCRAA <input type="checkbox"/> CTE <input type="checkbox"/> ACCESS for ELs
Subject/Subtest	

Complete one form per test. Before testing, complete the top of the form and Column 1. During/after testing, complete Column 2. Completed forms should be kept in the student's Individualized Education Program (IEP) folder and/or Section 504/English Learner (EL)/transitory impairment documentation to be accessible for future reference.

NOTE: While the list below includes all state-approved accommodations, some do not apply to students identified solely as ELs. Testing accommodations should be consistent with the accommodations used routinely during classroom instruction and on similar classroom assessments.

Regular Administration Other Administration

School	
Grade	
Test Date	
Test Administrator	

Column 1: To Be Completed before Testing	Column 2: To Be Completed during/after Testing
Check the required accommodations documented on the student's IEP/Section 504 Plan/EL Plan/Transitory Impairment Documentation.	Was this accommodation provided to the student during testing? Did the student use the accommodation? If yes, how did he/she use it?
<input type="checkbox"/> Example: Test Read Aloud (In English) Specify: Computer reads test aloud	Example: Yes Computer read test aloud while student wore headphones.
<input type="checkbox"/> Braille Edition Specify:	
<input type="checkbox"/> Large Print Edition	
<input type="checkbox"/> One Test Item Per Page Edition	
<input type="checkbox"/> Assistive Technology Devices Specify:	
<input type="checkbox"/> Braille Writer/Slate and Stylus (and Braille Paper)	
<input type="checkbox"/> Crammer Abacus	
<input type="checkbox"/> Dictation to a Scribe	
<input type="checkbox"/> Interpreter/Transliterator Signs/Cues Test	
<input type="checkbox"/> Magnification Devices	
<input type="checkbox"/> Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (EL only)	
<input type="checkbox"/> Student Marks Answers in Test Book	
<input type="checkbox"/> Student Reads Test Aloud to Self	
<input type="checkbox"/> Test Read Aloud (In English) Specify:	
<input type="checkbox"/> Multiple Testing Sessions Specify:	
<input type="checkbox"/> Scheduled Extended Time Amount:	
<input type="checkbox"/> Testing in a Separate Room Specify:	
<input type="checkbox"/> Special NCDPI-Approved Accommodation(s) Specify:	

Printed name of person completing this portion of the form:

Printed name of person completing this portion of the form:

Signature of person completing this portion of the form:

Signature of person completing this portion of the form:

Comments/considerations for next IEP/504/EL/Transitory Impairment team meeting:

This form is available in electronic format at <http://www.ncpublicschools.org/nc-countability/policies/accom>.



Appendix C

Timing Information for Required Assessments

The following times refer to a standard administration and may be used to support Individualized Education Program (IEP), Section 504 Plan, and English Learner (EL) teams in making decisions regarding accommodations required by students.

Test Title	Work Time Segments			Breaks	Total Work Time	Maximum Time Permitted
ACCESS for ELLs 2.0 Alternate ACCESS for ELLs	See specific guidance from WIDA regarding test times.					
ACT	Section 1 Test 1 – 45 Mins Test 2 – 60 Mins	Section 2 Test 3 – 35 Mins Test 4 – 35 Mins	Section 3 Test 5 – 40 Mins	15 Minutes (between Sections 1 & 2) 5 Minutes (between Sections 2 & 3)	250 Minutes	250 Minutes
PreACT	Section 1 Test 1 – 30 Mins Test 2 – 40 Mins	Section 2 Test 3 – 30 Mins Test 4 – 30 Mins		5–10 Minutes (Time between Sections 1 & 2 determined by the school)	150 Minutes	150 Minutes
ACT WorkKeys	55 Minutes (3 Assessments Total)			Determined by school, based on administration schedule	165 Minutes	165 Minutes
Beginning-of-Grade 3	30 Minutes (3 Segments Total)			2 Three-Minute Breaks	90 Minutes	180 Minutes
College and Career Readiness Alternate Assessment (Grades 10 and 11)	50 Minutes (3 Segments Total)			2 Three-Minute Breaks	150 Minutes	150 Minutes
End-of-Course (Biology, English II)	50 Minutes (3 Segments Total)			2 Two-Minute Breaks	150 Minutes	240 Minutes
End-of-Course (NC Math 1)	60 Minutes (3 Segments Total)			2 Two-Minute Breaks	180 Minutes	240 Minutes
End-of-Grade	60 Minutes (3 Segments Total)			2 Three-Minute Breaks	180 Minutes	240 Minutes
NCEXTEND1	NCEXTEND1 is administered in a one-on-one setting, and timing is determined by individual student need.					
North Carolina Final Exams	40 Minutes (3 Segments Total)			2 Two-Minute Breaks	120 Minutes	120 Minutes
Read to Achieve	55 Minutes 55 Minutes 50 Minutes (3 Segments Total)			2 Three-Minute Breaks	160 Minutes	210 Minutes



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Thank you for all you do for the students of North Carolina!