



Successfully Making and Implementing Participation and Accommodations Decisions for English Learners with Disabilities

SESSION 3 AGENDA

- I. Welcome / Overview of Assessment Peer Review and English Learners with Disabilities:** Don Peasley (OESE) and Deborah Spitz
- II. Principles and Guidelines for Assessing English Learners with Disabilities:** Kristi Liu (NCEO)
- III. How states and consortia are addressing assessment participation and accessibility/ accommodations decisions for English learners with disabilities:**
 - Sonja Phillips and Mami Itamochi (WV Dept. of Education – ELA/Reading and Math assessments)

AGENDA, CONT.

- Cat Still and Jennifer Denne (ELPA21 ELP assessments)
- Laurene Christensen and Jennifer Voorhees (WIDA ELP assessments)

IV. Wrap Up & Survey Reminder – Kristi Liu (NCEO)

Put Questions in the Chat Box. Questions will be taken several times during the session.

I. Overview of Assessment Peer Review and English Learners with Disabilities

ACADEMIC ASSESSMENT PEER REVIEWS AND ENGLISH LEARNERS

2016: 38
States



2017: 11
States



2018: 42
States



2019: 48
States



2020 35
States

ACADEMIC ASSESSMENT PEER REVIEWS AND ENGLISH LEARNERS

Peer Review Critical Element 5.2

- “Procedures to ensure the inclusion of all ELs in public elementary and secondary schools in the State’s academic content assessments and clearly communicates this information to districts, schools, teachers, and parents.”
- Requires State guidance on selection of linguistic accommodations

ACADEMIC ASSESSMENT PEER REVIEWS AND ENGLISH LEARNERS WITH DISABILITIES

Peer Review Critical Element 5.3

- “The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and ELs, including ELs with disabilities.”
- Requires State guidance on selection of appropriate, allowable accommodations

ACADEMIC ASSESSMENT PEER REVIEWS AND ENGLISH LEARNERS WITH DISABILITIES

Peer Review Critical Element 5.4

- “The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and ELs so that they are appropriately included in assessments.”
- Requires the State to demonstrate monitoring of the fidelity of assessment accommodation administration.

ELP ASSESSMENT PEER REVIEWS

In spring/summer 2019:

- WIDA Consortium + 36 WIDA member States - AL, DE, DC, FL, HI, AK, CO, GA, ID, IL, IN, KY, ME, NH, MD, NJ, MA, MI, MN, MO, NC, ND, NM, OK, PA, SC, RI, SD, TN, VT, UT, VA, NV, WI, WY, WA (Alt-only)
- ELPA21 Consortium + 8 ELPA21 member States - AR, IA, LA, NE, OH, OR, WA (general only), WV
- Five individual States - AZ, CT, MS, NY, TX
 - All feedback letters can be found at:
 - <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/key-documents/> (search for 'Assessment Peer Review', Year='2019' or '2020')

ELP ASSESSMENT PEER REVIEWS AND ALTERNATE ELP ASSESSMENTS

Alternate ELP Assessments (AELPA)

- Many States did not submit evidence for their AELPA
 - These States were (or will be asked) to submit evidence of their timelines to implement AELPA and submit evidence for peer review
- However, about 24 States did submit evidence for their AELPA (primarily those using Alt-ACCESS)

In September 2019, the Department awarded two Competitive Grants for State Assessments (CGSA) to two consortia of States to develop AELPAs:

- Iowa (ELPA21 member States)
- Minnesota (WIDA member States)

ELP ASSESSMENT PEER REVIEWS

Some
Common
Themes of
Peer
Review
Feedback
Related to
ELs with
disabilities
by Critical
Element
(CE):

- For consortium States—
 - **State** responsibilities regarding test administration (CE 2.3), training (CE 2.3), security (CE 2.5), and monitoring (CEs 2.4, 5.4).
- For all States (consortium and non-consortium)
 - State responsibilities regarding monitoring (CEs 2.4, 5.4).

ELP ASSESSMENT PEER REVIEWS

Some items that should be relatively straightforward for States to address:

Making clear that ELP assessments are included in state assessment monitoring and guidance documents (CEs 2.4, 5.4)

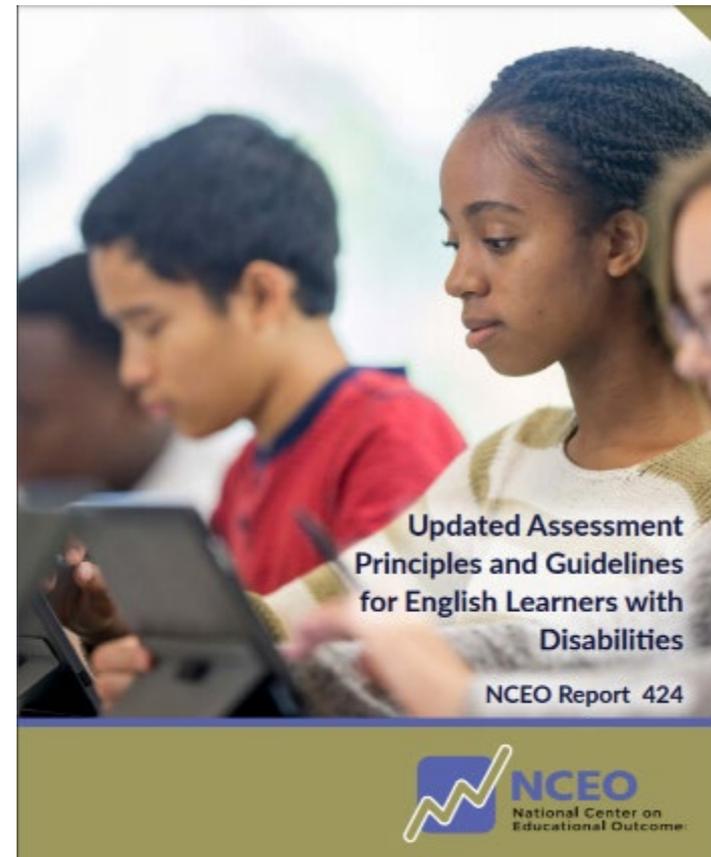
Having a clear policy for scoring “domain exception” students (CEs 4.4, 5.1, 5.3)

FEATURED RESOURCE

Kristi Liu – National Center on Educational Outcomes

Updated Assessment Principles and Guidelines for English Learners with Disabilities

<https://nceo.umn.edu/docs/OnlinePubs/NCEOReport424.pdf>



Updated Report contains....

- Five core principles of valid assessments for English learners with disabilities
- Brief rationale and specific guidelines that reflect each principle
- Description of process used to generate principles and guidelines

Key Audiences

- SEA staff (e.g., leadership in assessment, special education, English learners, and those that use assessment results)
- Technical advisory committees
- Testing contractors developing large-scale assessments for system accountability
- District leaders working on district assessment systems

Applicable to...

- **All large-scale assessments** including:
 - general state and district assessments
 - the state alternate assessments based on alternate academic achievement standards (AA-AAAS)
 - state ELP assessments – regular and alternate

Process for Developing Principles and Guidelines

- Delphi process involving 11 national experts from English learner education, special education, and assessment

Five Principles Identified

ONE: Content standards are the same for all students.

TWO: Test and item development include a focus on access to the content, free from bias, without changing the construct being measured.

THREE: Assessment participation decisions are made on an individual student basis by an informed IEP team.

FOUR: Accommodations for both English language proficiency and content assessments are assigned by an IEP team knowledgeable about the individual student's needs.

FIVE: Reporting formats and content support different uses of large-scale assessment data for different audiences.

Guidelines give ways to achieve vision of the principles -- *EXAMPLE*

Table 2. Principle 2 and Its Guidelines

Principle 2: Test and item development include a focus on access to the content, free from bias, without changing the construct being measured.

Guideline 2A. Understand the students who participate in the assessment, including English learners with disabilities.

Guideline 2B. Involve people with expertise in relevant areas of test and item development.

Guideline 2C. Use Universal Design principles in test and item development.

Guideline 2D. Consider the impact of embedded item features and accommodations on the validity of assessment results.

Guideline 2E. Include English learners with disabilities in item try-outs and field testing.

Guideline 2F. Conduct committee-based bias reviews for every assessment through continuous, multi-phased procedures.

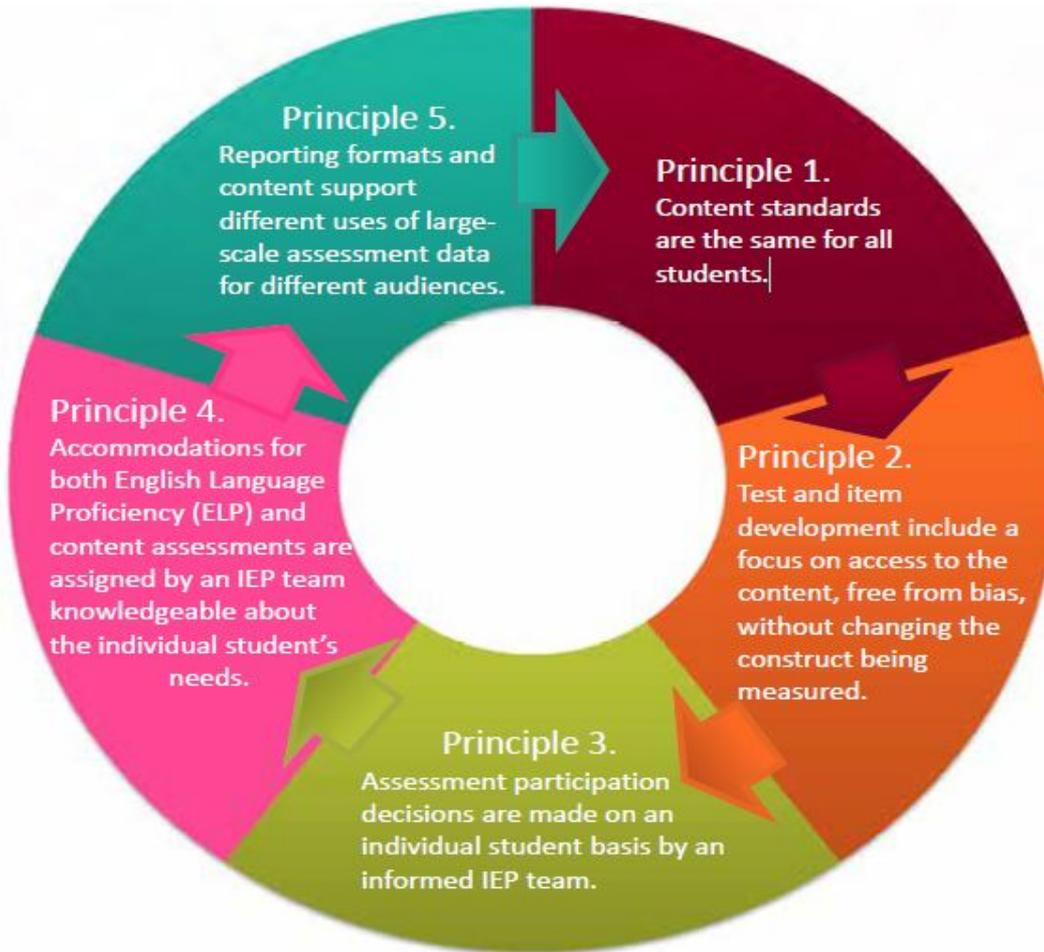
Key Assumption



There is a team decision-making process in place for English learners with disabilities

Photos by Allison Shelley for American Education: Images of Teachers and Students in Action.

This is a Starting Point!



Need a broader discussion of appropriate instruction and assessment for these students



West Virginia DEPARTMENT OF
EDUCATION

Improving Instruction

Office of Assessment: Sonja Philips
Office of ESEA/IDEA: Mami Itamochi

8/27/2020

Improving Instruction Project Goals

- Improve WV teachers' understanding of how to select, implement, and evaluate the use of instructional and assessment accessibility features and accommodations by students who are ELs, including students who are ELs with disabilities.
- Improve teachers' perceptions of their ability to instruct and to create supported learning opportunities in the classroom.
- Improve academic outcomes for students who are ELs



What Do We Mean by Accessible Instruction and Assessment?

- Developing or adapting lessons so that all students, including students who are English learners, can participate fully in classroom activities.
- Keeping the standards and the lesson outcomes the same for English learners as for other students while reducing the barriers for students who are English learners' developing English skills.
- Providing individualized supports called accommodations, especially in testing situations.



Rationale

- When ELs have the right accessibility features and accommodations to access instruction and assessments, the results are more likely to be valid and reliable
- Understanding and aligning accessibility supports across instruction and assessment can be challenging for teachers
- West Virginia has a small but rapidly growing population of ELs who are geographically dispersed
- Some West Virginia teachers may live and work in isolated areas and may have difficulty attending in-person trainings

Online Professional Development Modules

- Two modules: Secondary & Elementary general education teacher audience
- Scenario based – student & teachers
- Each focuses on one EL without a disability and has additional information on an EL with a disability
- Four module components: (1) Thinking about Student Needs; (2) Making and Implementing Instructional Support Decisions; (3) Making and Implementing Assessment Support Decisions; (4) Pulling it All Together

Embedded video clips model teacher collaborative planning



Modules are available to anyone

- For West Virginia educators on the D2L professional development website
- To anyone on the National Center on Educational Outcomes website
<https://nceo.info/About/projects/improving-instruction/home>

Implementing Accessible Assessment

- Discussions are collaborative among educators, parents and student and start early
- Decisions are individualized, based on state accessibility and accommodations policies and the student's characteristics and learning needs
- Planning for assessment should inform instruction– some supports can be used in one setting but not the other

Implementing Accessible Instruction

- Modules provide 3 levels of planning accessibility for instruction – Universal Design, Embedded English Learner instructional strategies, and choosing appropriate individualized supports in the classroom
- Ideally, students should have experience in the classroom using the supports they will use on state assessments.
- When offering classroom supports, consider what students can and cannot use on state assessments. Aim for consistency!

EL Accessibility Plan

- Project created an EL Accessibility Plan that is downloadable and customizable for teams/buildings (sample on next page). This plan is modeled in the videos.
- Educators use the plan to coordinate and document decisions about both accessible assessment and the instruction that precedes it so the two things are planned simultaneously.
- All relevant stakeholders are part of the conversation and have access to the information.

Steps in filling out English learner accessibility decision making form

1. Gather information on the student's characteristics and experiences
2. Identify appropriate accessibility features and accommodations for instruction
3. Do the same thing for assessments
4. Evaluate how well the accessibility features and accommodations worked for the student



Step 1: Gather Information on Student Characteristics

1. Student Assessment Data

Include or attach all available data.

Assessment		Current Year	Previous Year
ELP	Reading	2	2
	Listening	2	1
	Writing	3	2
	Speaking	3	1
ELA		N/A	Does not meet standard
Math		N/A	Partially meets standard
Screening Data (if applicable)		N/A	N/A
Other:			

2. Sources of Information

(E.g., parents, previous teachers, specialists)

Meetings with:

- Mother Sachiko
- EL Teacher Julie Erikson
- SPED Teacher Sophia Truman

IEP Review



Step 2: Identify appropriate accessibility features and accommodations for instruction

Instructional Planning						
Student Need	Accessibility Feature	Subject(s)	Included in Planning Tool(s)	Included in Classroom Tasks	Does the student use it for that task every time?	Is it used alone or with adult assistance?
Vocabulary support for words she knows in Japanese	Electronic Japanese-English dictionary	<input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> ELA <input checked="" type="checkbox"/> Social studies <input type="checkbox"/> Other: _____	<input type="checkbox"/> EL plan <input checked="" type="checkbox"/> IEP/ 504 <input type="checkbox"/> State assessment plan <input type="checkbox"/> Other: _____ <input type="checkbox"/> Not listed	<input checked="" type="checkbox"/> Classroom assignments <input type="checkbox"/> Quizzes <input type="checkbox"/> Unit tests <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Homework <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If not, how often?	<input checked="" type="checkbox"/> Alone <input type="checkbox"/> With assistance
Support processing written English texts	E-reader with text to speech	<input type="checkbox"/> Math <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> ELA <input checked="" type="checkbox"/> Social studies <input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> EL plan <input checked="" type="checkbox"/> IEP/ 504 <input type="checkbox"/> State assessment plan <input type="checkbox"/> Other: _____ <input type="checkbox"/> Not listed	<input checked="" type="checkbox"/> Classroom assignments <input checked="" type="checkbox"/> Quizzes <input checked="" type="checkbox"/> Unit tests <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Homework <input type="checkbox"/> Other: _____	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If not, how often For longer content area readings	<input checked="" type="checkbox"/> Alone <input type="checkbox"/> With assistance



Step 3. Do the same thing for assessments

Assessment Planning										
Student Need	Accessibility Feature	Used in:	Available on ELP Assessment?				Available on Content Assessments?			Person Assisting with Assessment
			Reading	Listening	Writing	Speaking	ELA	Math	Science	
Processing written texts	text-to-speech	<input type="checkbox"/> Instruction <input checked="" type="checkbox"/> State Tests <input checked="" type="checkbox"/> Other (district/unit tests)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Ms. Truman



Step 4. Evaluate how well they worked

Evaluation						
Accessibility Feature	Notes on Instruction			Notes on Assessments		
	Teacher Evaluation	Student Evaluation	Parent Evaluation	Teacher Evaluation	Student Evaluation	Parent Evaluation
Bilingual electronic dictionary	She uses it too much and it slows her down	It helps but I don't have time to look up every word I don't know	She spends hours on her homework because she's looking up so many words	Hana needs more practice using the embedded dictionary on the computerized state tests and figuring out	It's distracting when I roll the cursor over words I don't want to look up and the definition comes up	Mom thought she shouldn't use it on test. Afraid it will hurt her scores.



Module Pilot

- Marshall University Professional development course for West Virginia teachers (3 cr.)
- 16-week hybrid class
 - 7 weeks of online interaction including module review, readings, and discussion
 - 7-8 weeks for independent project
- Designed for teachers in K-12 “general education classrooms”



Module Implementation

- Live for WV teachers in February 2020
- To date 15 completers from 10 districts



Photo by Allison Shelley for American Education: Images of Teachers and Students in Action. Used with permission.

Selecting Accommodations for EL students

EL: <i>WVGSA Grades 3-8</i> Participation Form	
Date:	District:
School:	Student's Name:
Grade:	ESL Teacher:
Universal Tools	
These tools are available by default to all students.	
Embedded Universal Tools	Non-Embedded Universal Tools
Breaks Digital Notepad Expandable Passages Highlighter Mark for review Spell check Writing tools	Calculator (only Grades 6-8) English Dictionary Global Notes Keyboard Navigation Math tools (embedded ruler/protractor) Strikethrough Zoom (1.5 X to 3.0X)
Accommodations for Students with EL Plans	
These tools are identified in advance by an Informed educator. These tools are not available unless selected in WVEIS. (<i>EL Accommodations codes must use UPPER case in WVEIS -- P02 is not the same as p02.</i>) Check all that apply.	
Embedded Accommodations	Non- Embedded Accommodations
<input type="checkbox"/> P01- Text-to-speech (excluding ELA passages) <input type="checkbox"/> P28- Color contrast <input type="checkbox"/> P32-Translations for computer-based assessment (Spanish only; math uses stacked-style and science uses toggle-style) <input type="checkbox"/> P37- Masking	<input type="checkbox"/> P02-Human Read Aloud (excluding ELA passages) <input type="checkbox"/> P18-Simplified test directions <input type="checkbox"/> P23-Magnification <input type="checkbox"/> P27-Bilingual dictionary <input type="checkbox"/> P38-Color contrast <input type="checkbox"/> P39-Color overlays <input type="checkbox"/> P42-Noise buffers <input type="checkbox"/> P46-Read aloud in Spanish (math and science) <input type="checkbox"/> R15-Bilingual word-to-word glossary (utilize the glossary the student is accustomed to accessing for instruction) <input type="checkbox"/> T03-Extra breaks (no studying) <input type="checkbox"/> T07-Flexible scheduling (delayed start; no studying) <input type="checkbox"/> T09-Separate setting (small group) <input type="checkbox"/> T10-Separate setting (one-to-one) <input type="checkbox"/> T12-Preferential seating <input type="checkbox"/> T13-Non-traditional setting (change in location; home/hospital) <input type="checkbox"/> T14-Flexible scheduling-limited timed testing <input type="checkbox"/> T15-Extended breaks <input type="checkbox"/> T16-Breaks as needed
Accommodations from IEP or 504 Plan	
Please list any accommodation(s) the student has identified on either an IEP or 504 team. ONLY students found eligible for either an IEP or 504 will have anything listed in the box(es) below.	
Accommodations from IEP:	Accommodations from 504:
EL Committee Members' Signatures	

EL: <i>SAT School Day</i> Participation Form	
Date:	District:
School:	Student's Name:
Grade:	ESL Teacher:
Universal Tools	
These tools are available by default to all students.	
Embedded Universal Tools	Non-Embedded Universal Tools
None available	<input type="checkbox"/> Breaks <input type="checkbox"/> Scratch Paper
Accommodations for Students with EL Plans	
These tools are identified in advance by an Informed educator. These tools are not available unless selected in WVEIS. (<i>EL Accommodations codes must use UPPER case in WVEIS -- P02 is not the same as p02.</i>) Check all that apply.	
Embedded Accommodations	Non- Embedded Accommodations
None available	<input type="checkbox"/> P23-Magnification <input type="checkbox"/> P30-Translated test directions*** <input type="checkbox"/> P38-Color contrast <input type="checkbox"/> P39-Color overlays <input type="checkbox"/> P41-Provide translation glossary (only approved glossaries)** <input type="checkbox"/> P42-Noise buffers <input type="checkbox"/> R15-Bilingual word-to-word glossary (only approved glossaries)** <input type="checkbox"/> T03-Extra breaks (no studying) <input type="checkbox"/> T07-Flexible scheduling (delayed start; no studying) <input type="checkbox"/> T09-Separate setting (small group) <input type="checkbox"/> T10-Separate setting (one-to-one) <input type="checkbox"/> T12-Preferential seating <input type="checkbox"/> T13-Non-traditional setting (change in location; home/hospital) <input type="checkbox"/> T14-Flexible scheduling-limited timed testing <input type="checkbox"/> T15-Extended breaks <input type="checkbox"/> T16-Breaks as needed <input type="checkbox"/> T17-50% extra time - Reading* <input type="checkbox"/> T18-50% extra time - Essay <input type="checkbox"/> T19-50% extra time - Math
Accommodations from IEP or 504 Plan	
Please list any accommodation(s) the student has identified on either an IEP or 504 team. ONLY students found eligible for either an IEP or 504 will have anything listed in the box(es) below.	
Accommodations from IEP:	Accommodations from 504:
EL Committee Members' Signatures	

*If 50% extra time for the reading section is chosen in SSD Online dashboard, it will automatically apply to all other sections on the SAT School Day.

** <https://collegereadiness.collegeboard.org/nfl/sat-sd-college-board-approved-glossaries.pdf>

*** <https://collegereadiness.collegeboard.org/sat/s12-educators/sat-school-day/downloads>

WVS.326 Forms

West Virginia DEPARTMENT OF EDUCATION SAT SCHOOL DAY 2020

STUDENT NAME: LAST NAME, FIRST NAME, MI

GRADE: ASSESSMENT: SAT School Day

INSTRUCTIONS ON REVERSE

WVS.326 Accommodations Provision Monitoring

Code	Accommodation	MATH	ELA	ES&L	SCI
P01	Braile test booklet				
P13	Test-to-speech, including ELA reading passages				
P14	Human read aloud, including ELA reading passages				
P16	Directions presented through sign language, locally provided				
P17	Braile computer test				
P19	Large print paper test				
P21	Screen-reading software used with computer				
P22	Enlarge text on computer screen				
P23	Magnifying device to enlarge assessment material				
P28	High contrast for computer-based assessments				
P30	Translated test directions				
P38	Braile computer-based fixed field 8 1/2" with paper booklet for tactile graphics				
P39	Masking				
P41	Color overlays				
P42	Provide translation glossary (paper/print file)				
P48	Noise buffers				
P50	Test presented through sign language, locally provided, including ELA passages				

Code 1 = Refused 2 = Not Applicable

Examiner's Signature: _____

PLEASE USE #2 PENCILS ONLY

West Virginia DEPARTMENT OF EDUCATION ELP21/DLM- WVASA 2020

STUDENT NAME: LAST NAME, FIRST NAME, MI

GRADE: ASSESSMENT: ELP21, DLM-WVASA

INSTRUCTIONS ON REVERSE

WVS.326 Accommodations Provision Monitoring

Code	Accommodation	MATH	ELA	ES&L	SCI
P02	Human read aloud, including ELA reading passages				
P03	Braile test booklet				
P06	Test presented through sign language, locally provided, including ELA passages				
P13	Test-to-speech, including ELA reading passages				
P14	Human read aloud, including ELA reading passages				
P16	Directions presented through sign language, locally provided				
P19	Large print paper test				
P22	Enlarge text on computer screen				
P23	Magnifying device to enlarge assessment material				
P24	Translator (Human)				
P28	High contrast for computer-based assessments				
P30	Translated test directions				
P37	Masking				
P38	Color contrast				
P39	Color overlays				
P42	Noise buffers				
P44	Line reader				
P45	Alternate Vision Form				
P48	Scripts - directions, passages on ELA listening sections only				
P50	Test presented through sign language, locally provided, including ELA passages				

Code 1 = Refused 2 = Not Applicable

Examiner's Signature: _____

PLEASE USE #2 PENCILS ONLY

West Virginia DEPARTMENT OF EDUCATION WVASA/ CBA 2020

STUDENT NAME: LAST NAME, FIRST NAME, MI

GRADE: ASSESSMENT: WVASA, CBA

INSTRUCTIONS ON REVERSE

WVS.326 Accommodations Provision Monitoring

Code	Accommodation	MATH	ELA	ES&L	SCI
P01	Test-to-Speech, including ELA reading passages				
P02	Human read aloud, including ELA reading passages				
P03	Braile test booklet				
P06	Test presented through sign language, locally provided, including ELA passages				
P13	Test-to-speech, including ELA reading passages				
P14	Human read aloud, including ELA reading passages				
P16	Directions presented through sign language, locally provided				
P17	Braile computer test				
P19	Simplified test directions				
P21	Screen-reading software used with computer				
P22	Enlarge text on computer screen				
P23	Magnifying device to enlarge assessment material				
P27	Approved bilingual word to word dictionary for directions only, on all sections				
P28	High contrast for computer-based assessments				
P30	Translated test directions				
P32	Standard translations for computer-based assessments				
P33	Turn off any unneeded tools for computer-based assessments				
P34	Embedded American Sign Language				
P35	Braile computer-based fixed form with paper booklet for tactile graphics				
P38	Classed Optimizing				
P39	Masking				
P38	Color contrast				
P39	Color overlays				
P40	Print-on-demand				
P42	Noise buffers				
P43	Streamlined mode for computer-based assessments				
P46	Human read aloud in Spanish				
P48	Scripts - directions, passages on ELA listening sections only				
P50	Test presented through sign language, locally provided, including ELA passages				

Code 1 = Refused 2 = Not Applicable

Examiner's Signature: _____

PLEASE USE #2 PENCILS ONLY

WVS.326 Form Directions

Instructions for WVS.326 Completion and Submission

1. The principal and/or building level coordinator (BLC) reviews the WVS.326 forms to verify accuracy of the student data information (student name, county and school codes, student WVEIS ID, date of birth, grade, and assessment). Review accuracy of plan data using the Accommodations 14 Application in WOW. Verify that all data errors are corrected in WVEIS WOW.

Follow these options to correctly prepare the WVS.326 forms:

- a. If a pre-slugged form has not been provided for a student, a blank WVS.326 form must be completed. A #2 pencil must be used to fill out the forms.
 - b. If the received pre-slugged form contains incorrect data (either in the student information or accommodations information), a new form must be filed out.
 - c. If an accommodation is missing but the remaining information is correct, the accommodation can be added with a #2 pencil to the pre-slugged form.
2. The teacher responsible for implementing a student's plan may add a missing accommodation by filling in the bubble beside the accommodation on the pre-slugged form. However, if an accommodation is marked incorrectly, the teacher must fill out a new form for the student including all student information. This step includes a comparison of the WVS.326 forms to current IEP, 504, and EL plans.
 3. Before test administration, the assigned examiner(s) review(s) each student's listed testing accommodation(s) on the WVS.326 form. Before test administration, the examiner verifies each accommodation is in place prior to the student beginning the test.
 4. During the test, the examiner reviews and implements the accommodations specified and completes the individual student's WVS.326 accommodations form.
 5. Verify that names and student IDs are correct.
 6. Using a #2 pencil, complete the forms indicating whether highlighted accommodations were provided to the student by marking , Yes (Provided) or No (Not provided). When marking No, indicate Code 1 (Refused) or Code 2 (Not allowed or Not applicable for this assessment).

NOTES:

- a. Codes 1 and 2 represent the only acceptable reasons for not providing an accommodation pre-slugged on the WVS.326. Code 1 is used when students either refuse to accept an accommodation or finishes the test before extra time or breaks were needed. Code 2 is used when accommodations are not allowed or not applicable for the test being administered; for example, accommodation R19 (Calculator – Tactile/ Talking Calculator) is not allowed for grades 3-5 of the *WV GSA Grades 3-8*.
 - b. If an accommodation was not provided for any other reason, do not mark Code 1 or Code 2. Add a brief note to the front of the WVS.326 form for reason of not providing the accommodation.
7. The examiner prints and signs all WVS.326 forms with a legible signature and fills in the date of test administration at the bottom of each form. More than one examiner may sign the form, if appropriate.
 8. The examiner returns all the WVS.326 accommodation forms to the school principal/BLC with the testing materials and notifies him or her if there were any accommodation administration errors.
 9. The principal/BLC verifies the return of the WVS.326 accommodations forms.

NOTE: For more information go to the *Guidelines for Participation in West Virginia State Assessments* at the Office of Assessment website: <https://wvde.us/assessment/>



e326 Preview

- Still in “preview mode”
- Hoping for piloting for ELPA21 administration
- More information to come this fall

Select The Test You Are Administering

- Select Test Type - ▼

[Go To Student Selection](#)

Select The Test You Are Administering

WVGSA ▼
- Select Test Type -
ELPA 21
SAT
WVSA
WVGSA

Accoms Testing for WVGSA

Enter Student ID:

Accoms Testing for WVGSA

Student: Mickey Mouse - 111111111

WVS.326 Accommodations Provision Monitoring		ELA Provided		Code*		ESSAY Provided		Code*		MATH Provided		Code*		SCI Provided		Code*	
Codes	P - Presentation	Y	N	1	2	Y	N	1	2	Y	N	1	2	Y	N	1	2
P02	Human read aloud, excluding ELA reading passages	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P19	Large print paper test	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P22	Enlarge text on computer screen	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
R - Response																	
R16	Large block answer sheet	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
T - Timing																	
T03	Extra breaks (no studying)	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
T07	Flexible scheduling (late start)	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
*Code 1 = Refused 2 = Not Applicable																	
<input type="button" value="Save"/>																	



Questions?

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Mami Itamochi

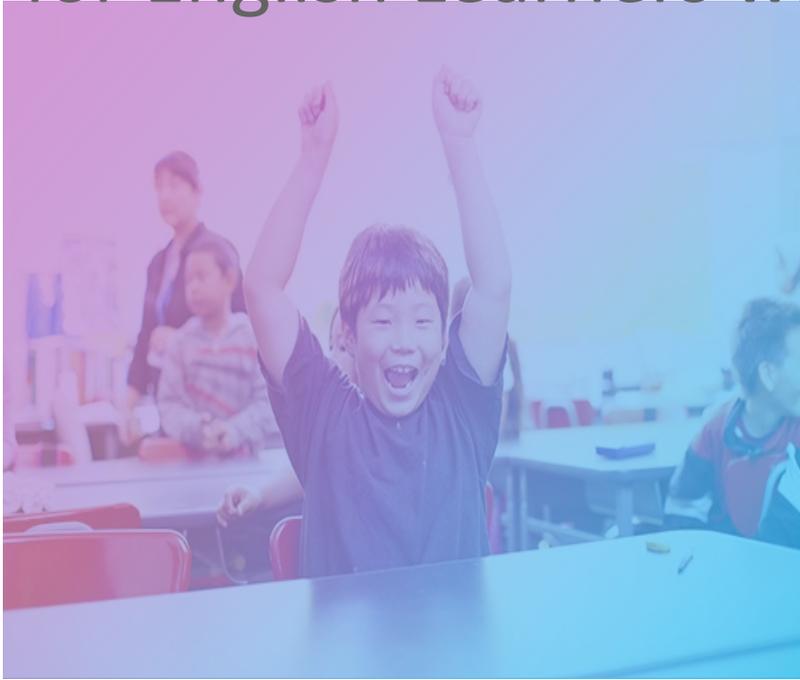
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English Language Proficiency Assessment
for the 21st Century

Inclusivity, Accessibility, and Accommodations for English Learners with Disabilities



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USED Office of Elementary and Secondary Education

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English Language Proficiency Assessment
for the 21st Century

Topics

ELP Assessment Participation and Supports

Iowa's Alternate Assessment Participation Criteria

Developing an Alt-ELPA

A photograph of two women, one of Asian descent and one of white descent, looking at a tablet together. The image is overlaid with a blue-to-purple gradient. The woman on the right is smiling and pointing at the tablet, while the woman on the left is looking at it with a focused expression.

ELP Assessment Participation and Supports

Participation

- Participation in ELP assessments starts with an identification process.
 - Based on a Home Language Survey, potential ELs are screened.
 - Screening often happens before any IEP meeting.
- Students labeled EL are administered an annual summative ELP assessment.
 - Alternate assessments of ELP are allowable.
 - ELPA21 and WIDA are developing new Alternate ELP Assessments.



English Learners with Disabilities

- The intersection of language needs and disability require additional attention and care.
- It can be difficult to distinguish a language difference from a disability.
- It is important that IEP teams include at least one member whose expertise is language acquisition when determining support in instruction and assessment.

Determining Appropriate Supports

- It is the role of IEP teams to examine students' language, and disability needs to determine appropriate support.
- Classroom supports should be mirrored on ELP and content assessments, when possible.
- Iowa will share their process for making these determinations.



Practical Considerations

- Allow students to become familiar with testing factors.
 - Testing accommodations should mirror instructional accommodations.
 - Preload student supports into the testing engine / PNP.
 - Let students practice multiple times before testing.



Practical Considerations

- Prepare students for testing day thoughtfully.
 - Allow students to practice on the device they'll use for testing.
 - Walk through testing interface, so students know what to expect.
 - Confirm that student testing profile matches their IEP.
 - Students should not see new accommodations on testing day.



Practical Considerations

- Don't make a big deal out of testing day.
 - Tell students to do their best.
 - Reassure them that they are prepared.
 - "Testing day is just another regular school day."



Practical Considerations

- Consider Student Comfort
 - Give students a testing day dry run if they have anxiety.
 - Allow a familiar presence in the testing room (this person needs to be TA trained).
 - Students may need physical assistance with the test.



Practical Considerations

- Re-evaluate accommodations as necessary – at least annually.
 - ELPA21 conducts annual and ad hoc reviews of accommodations.
 - States can use ELPA21 Accessibility and Accommodations manual as-is or incorporate into their state Accessibility Manuals.
 - New accommodations like Familiar Listener are shared among states as best practices.
 - ELPA21 allows for state flexibility and factors.



Resources

The screenshot shows the ELPA21 Resource Center website. At the top left is the ELPA21 logo. To the right are navigation links: "Why ELPA21", "Assessment System", "ELP Standards", and "Resource Center". Below the navigation is a search bar with "All Categories" on the left and "Enter a keyword" on the right. Underneath the search bar are three resource cards:

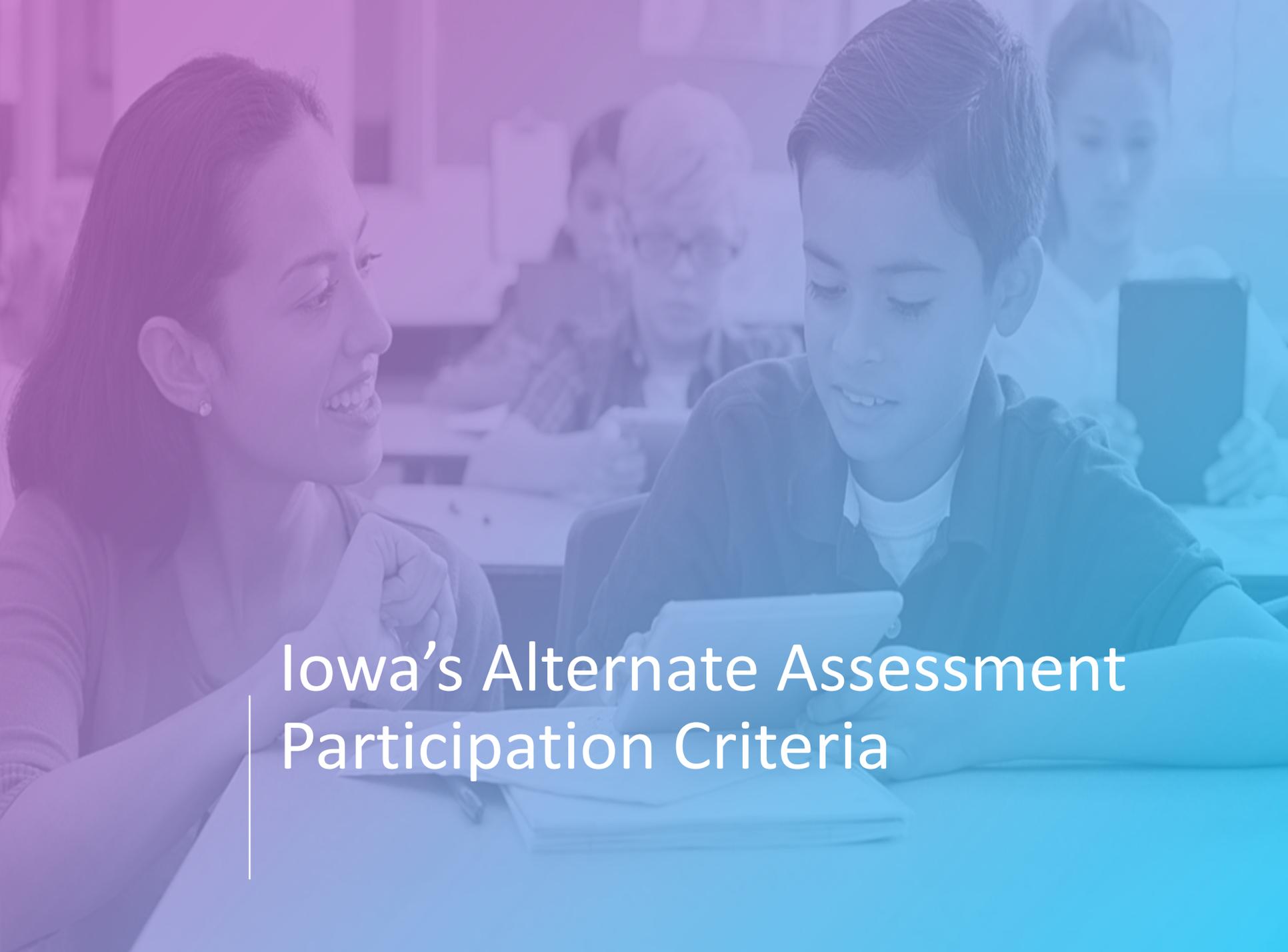
- Accessibility and Accommodations Manual**: A manual addressing the diverse needs of EL students and the various features and accommodations that ELPA21 offers.
- Item Development Technical Report**: A technical report summarizing the efforts of ETS, CCSO, and ELPA21 in crafting a pool of test items for the assessment.
- Item Cognitive Lab Report**: A research report summarizing the effectiveness of technology-enhanced items at gauging English language proficiency.

The cover of the "Accessibility and Accommodations Manual" features a photograph of a woman and a young boy looking at a tablet together. The text on the cover includes:

Accessibility and Accommodations Manual

SCHOOL YEAR 2020-2021
English Language Proficiency Assessment for the 21st Century

UCLA | CRESST

A photograph of a classroom scene. In the foreground, a female teacher with dark hair is smiling and looking towards a young male student. The student is focused on a tablet computer he is holding. They are sitting at a desk. In the background, other students are visible, some looking at their own devices. The image has a blue and purple color overlay.

Iowa's Alternate Assessment Participation Criteria

Noncategorical System: Eligible Individuals

- The Individuals with Disabilities Education Act (IDEA) holds that labels, standing alone, do not provide parents and educators with information regarding instructional needs.
- Children with disabilities are referred to as “eligible individuals” rather than with particular labels.
- While Iowa does not require the use of “labels,” it does require children with disabilities to be identified and served.

IDEA's Definition of Disability

- While particular characteristics of each of the IDEA's disability categories vary, all have the following core concepts:
 1. A physical or mental condition that
 2. Adversely affects educational performance.
- In Iowa, teams use seven performance domains to analyze the “physical or mental condition” component: academic, behavior, physical, health, sensory, adaptive behavior, and communication.

Alternate Assessments Participation Guidelines

- The following are not allowable (or acceptable) consideration for determining participation in Iowa's Alternate Assessments.
 1. A disability category or label
 2. Poor attendance or extended absences
 3. Native language/social/cultural or economic differences
 4. Expected poor performance on the general education assessment
 5. Academic and other services student receives
 6. Educational environment or instructional setting

Participation Guidelines

7. Percent of time receiving special education
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipate emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

The student is eligible to participate in Iowa's Alternate Assessments if all responses below are marked Yes.

Participation Criterion	Participation Criterion Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
<p>1. The student has a significant cognitive disability.</p>	<p>Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.</p> <p><i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>	<p>Yes / No</p>
<p>2. The student receives instruction on the Iowa Core Essential Elements which are aligned to the Iowa Core Standards but are of reduced breadth, depth, and complexity.</p>	<p>Goals and instruction listed in the IEP for this student are linked to the enrolled grade level Iowa Core Essential Elements and address knowledge and skills that are appropriate and challenging for this student.</p>	<p>Yes / No</p>
<p>3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.</p>	<p>The student</p> <ul style="list-style-type: none"> a. requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and b. uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings. 	<p>Yes / No</p>

A young boy with short dark hair is smiling broadly while holding up a drawing of a sailboat. He is wearing a white polo shirt. To his right, a woman with long dark curly hair is looking at the drawing. The background is slightly blurred, showing other people in a classroom or school setting. The entire image has a light blue and purple gradient overlay.

Developing an Alt-ELPA

Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP) Project

- Funded in the 2019 CGSA Program by US Department of Education
- Awarded \$7,767,502 to develop alternate summative ELP assessment for English learners with the most significant cognitive disabilities
- Led by Iowa in collaboration with ELPA21 and independent states
- First Operational Assessment: SY 2022-23

CAAELP Project Goals

1. Develop an ***alternate summative assessment*** of English language proficiency (Alt-ELPA), based on alternate performance expectations for English language development, to be administered to English Learners with most ***significant cognitive disabilities*** (ELSCDs).
2. Deliver resonant ***professional learning*** about the standards, instruction, and assessment of ELSCDs.
3. Develop and launch a ***sustainable program*** to maintain the assessment and practices.



Thank you!



ELPA21 Contact Us!

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Making Participation & Accommodation Decision for WIDA's ACCESS Assessments

Laurene Christensen, Ph.D. & Jennifer Voorhees, M.Ed.

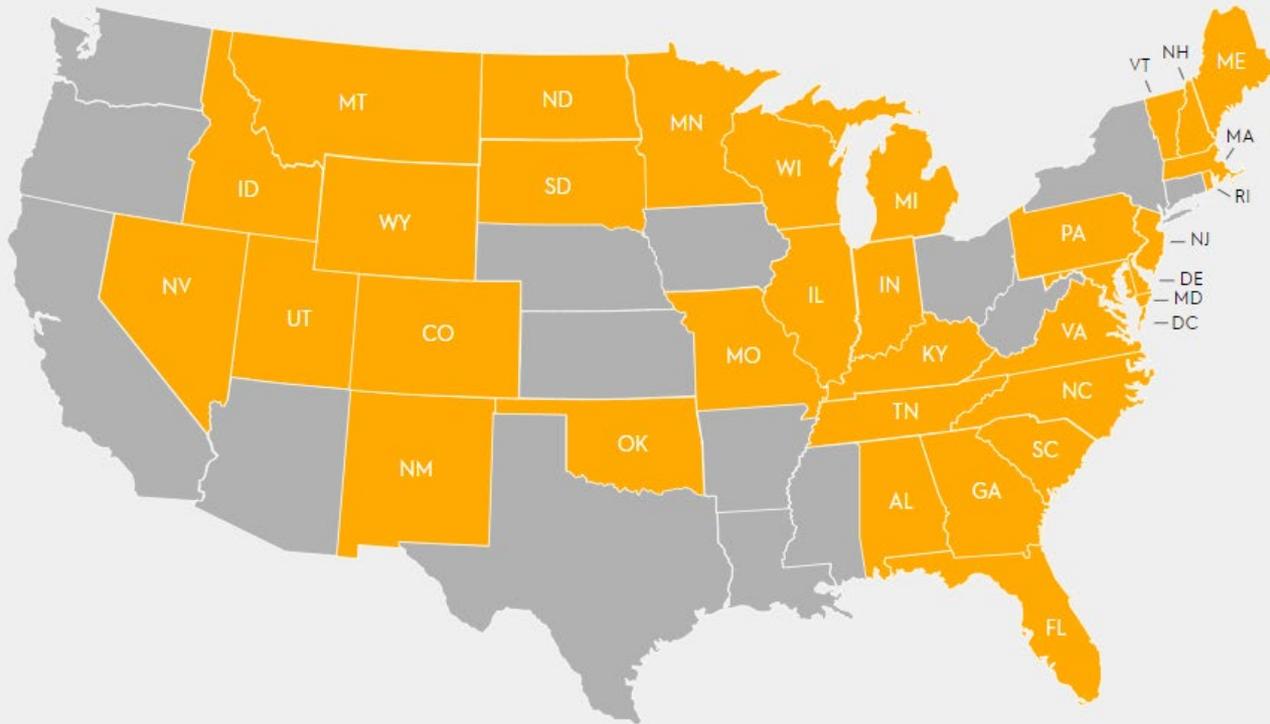


Background

- WIDA works to advance academic language development and academic achievement for culturally and linguistically diverse children and youth through high-quality standards, assessments, research and professional learning for educators.
- Resources are used by 42 domestic states, territories and federal agencies
- Approximately 500 international schools



WIDA Consortium Member States and Territories



Alaska



Hawaii



Northern Mariana Islands



U.S. Virgin Islands



Bureau of Indian Education



Department of Defense Education Activity





ACCESS Suite of Assessments

- WIDA Screener
- ACCESS for ELLs
- Kindergarten ACCESS for ELLs
- Alternate ACCESS for ELLs
- Large Print Format
- Braille Format



Assessment by the Number

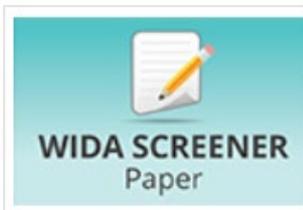
In the 2018-2019 school year...

- 2,054,296 administrations of ACCESS for ELLs
 - 242,362 students with an IEP
 - 10,933 students with a 504 Plan
- 23,297 administrations of Alternate ACCESS for ELLs
- 266 administrations of the braille assessment
- 965 administrations of the large print assessments

Screeners

Name of Screener	Grade Levels Administered
WIDA Screener Online	1-12
WIDA Screener Paper	1-12
W-APT for Kindergarten	K-1
WIDA Remote Screener	K-12
WIDA Screener for Kindergarten*	K-1
WIDA Alternate Screener*	K-12

* Under Development



Alt ACCESS Participation Decision Tree

Alternate ACCESS for ELLs Participation Decision Tree

Has the student been identified as an English language learner (ELL)?



Do not administer an English language proficiency assessment

Does the student have a significant cognitive disability and receive special education services under IDEA (2004)?



Does the student require extensive direct individualized instruction and substantial support to achieve measurable gains in the grade- and age-appropriate curriculum?



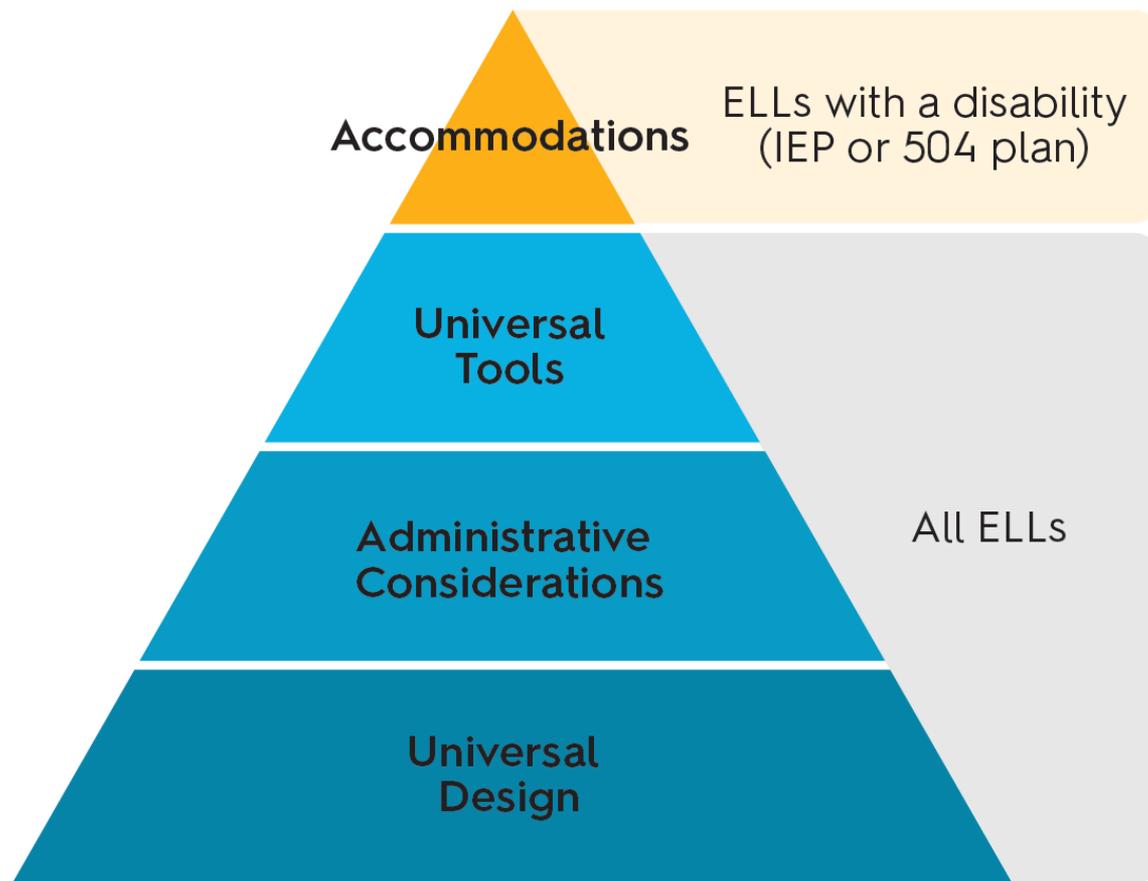
Use another English language proficiency assessment, such as ACCESS for ELLs or Kindergarten ACCESS for ELLs

Is or will the student participate in state alternate content assessment based on alternate achievement standards?



The student is eligible to participate in testing with Alternate ACCESS for ELLs

Accommodation Policy



Administrative Considerations

Adaptive &
Specialized
Equipment/Furniture

Alternative
Microphone

Familiar Test
Administrator

Frequent or
Additional Supervised
Breaks

Individual or Small
Group Setting

Monitor placement of
student responses

Different testing
format

Read Aloud to Self

Specific Seating

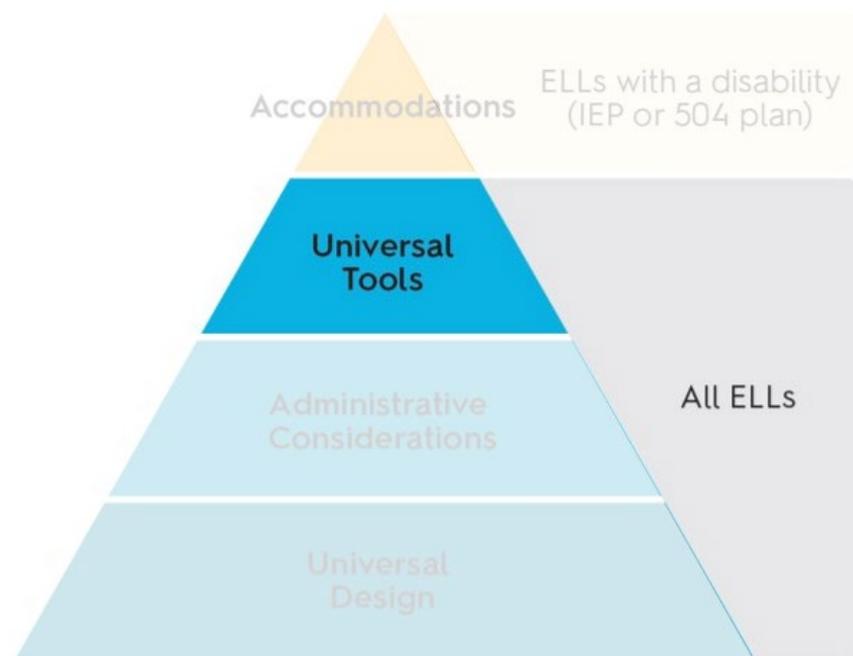
Short Segments

Verbal praise

Verbally redirection

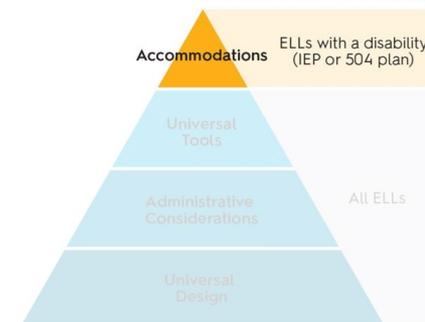
Universal Tools

- Audio Aids
- Color Contrast
- Color Overlay
- Highlighter
- Keyboard Navigation
- Line Guide
- Magnification
- Scratch Paper
- Sticky Notes



Accommodations

- Braille
- Extended testing of a test domain over multiple days
- Extended Speaking test response time
- Extended testing time within the school day
- Human Reader for items
- Human Reader for response options
- Human Reader for repeat of items
- Human Reader for repeat of response options
- Interpreter signs test directions in ASL



- Large Print
- Manual control of item audio
- Repeat item audio
- Scribe
- Student responds using a recording device, which is played back and transcribed by the student
- Test may be administered in a non-school setting
- Word processor or similar keyboarding device to respond to test items



Ongoing Research Agenda

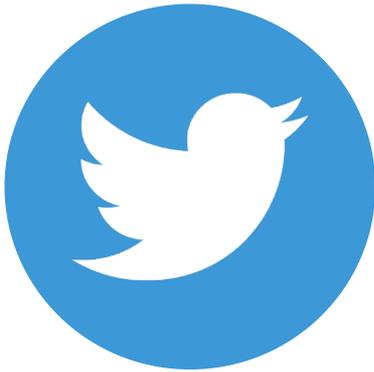
Publications

- Less Than Four Domains: Creating an Overall Composite Score for English Learners with Individualized Education Plans
- Investigating K-12 English Learners' Use of Universal Tools Embedded in Online Language Assessments
- Long-term English learners across 15 WIDA states: A research brief

Ongoing Research

- Home Language Surveys and their interpretations
- Efficacy and Use of Accommodations
- Individual Characteristics Questionnaire Secondary Analysis

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Visit us at wida.wisc.edu or email help@wisc.edu



Thank you for your participation!

**Remember to complete the short evaluation (pasted
in chat as well)**

<https://www.research.net/r/NCEO-OESE-Aug27>