Successfully Making and Implementing Participation and Accommodations Decisions for English Learners with Disabilities
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)
• 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
• “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
• “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.
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:
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)
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).
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/NC EOReport424.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
• **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.

Principle 1. Content standards are the same for all students.

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

Principle 3. Assessment participation decisions are made on an individual student basis by an informed IEP team.

Principle 4. Accommodations for both English Language Proficiency (ELP) and content assessments are assigned by an IEP team knowledgeable about the individual student’s needs.

Principle 5. Reporting formats and content support different uses of large-scale assessment data for different audiences.
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.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Current Year</th>
<th>Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Listening</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Writing</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Speaking</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>ELA</td>
<td>N/A</td>
<td>Does not meet standard</td>
</tr>
<tr>
<td>Math</td>
<td>N/A</td>
<td>Partially meets standard</td>
</tr>
<tr>
<td>Screening Data</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Meeting with:
- Mother Sachiko
- EL Teacher Julie Erikson
- SPED Teacher Sophia Truman
- IEP Review
Step 2: Identify appropriate accessibility features and accommodations for instruction

<table>
<thead>
<tr>
<th>Student Need</th>
<th>Accessibility Feature</th>
<th>Subject(s)</th>
<th>Included in Planning Tool(s)</th>
<th>Included in Classroom Tasks</th>
<th>Does the student use it for that task every time?</th>
<th>Is it used alone or with adult assistance?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary support for words she knows in Japanese</td>
<td>Electronic Japanese-English dictionary</td>
<td>Math, Science, ELA, Social studies</td>
<td>□ EL plan □ IEP/ 504 □ State assessment plan □ Other: Not listed</td>
<td>□ Classroom assignments □ Quizzes □ Unit tests □ Group work □ Homework □ Other: Not listed</td>
<td>□ Yes □ No If not, how often?</td>
<td>□ Alone □ With assistance</td>
</tr>
<tr>
<td>Support processing written English texts</td>
<td>E-reader with text to speech</td>
<td>□ Math, Science, ELA, Social studies □ Other: Not listed</td>
<td>□ EL plan □ IEP/ 504 □ State assessment plan □ Other: Not listed</td>
<td>□ Classroom assignments □ Quizzes □ Unit tests □ Group work □ Homework □ Other: Not listed</td>
<td>□ Yes □ No If not, how often</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>For longer content area readings</td>
<td></td>
</tr>
</tbody>
</table>
**Step 3. Do the same thing for assessments**

<table>
<thead>
<tr>
<th>Assessment Planning</th>
<th>Used in:</th>
<th>Available on ELP Assessment?</th>
<th>Available on Content Assessments?</th>
<th>Person Assisting with Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Reading</td>
<td>Listening</td>
<td>Writing</td>
</tr>
<tr>
<td><strong>Processing written texts</strong> text-to-speech</td>
<td></td>
<td>□ Yes</td>
<td>□ Yes</td>
<td>□ Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ No</td>
<td>□ No</td>
<td>□ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ N/A</td>
<td>□ N/A</td>
<td>□ N/A</td>
</tr>
</tbody>
</table>

- Instruction: □ (Yes) □ (No) □ N/A
- State Tests: □ (Yes) □ (No) □ N/A
- Other (district/unit tests): □ (Yes) □ (No) □ N/A

- ELA: □ (Yes) □ (No) □ N/A
- Math: □ (Yes) □ (No) □ N/A
- Science: □ (Yes) □ (No) □ N/A
Step 4. Evaluate how well they worked

<table>
<thead>
<tr>
<th>Accessibility Feature</th>
<th>Notes on Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher Evaluation</td>
</tr>
<tr>
<td></td>
<td>Student Evaluation</td>
</tr>
<tr>
<td></td>
<td>Parent Evaluation</td>
</tr>
<tr>
<td>Bilingual electronic dictionary</td>
<td></td>
</tr>
<tr>
<td>She uses it too much and it slows her down</td>
<td>It helps but I don’t have time to look up every word I don’t know</td>
</tr>
<tr>
<td></td>
<td>She spends hours on her homework because she’s looking up so many words</td>
</tr>
<tr>
<td></td>
<td>Hana needs more practice using the embedded dictionary on the computerized state tests and figuring out</td>
</tr>
<tr>
<td></td>
<td>It’s distracting when I roll the cursor over words I don’t want to look up and the definition comes up</td>
</tr>
<tr>
<td></td>
<td>Mom thought she shouldn’t use it on test. Afraid it will hurt her scores.</td>
</tr>
</tbody>
</table>
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: WVGSA Grades 3-8 Participation Form

<table>
<thead>
<tr>
<th>Date:</th>
<th>District:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Student's Name:</td>
</tr>
<tr>
<td>Grade:</td>
<td>EL Teacher:</td>
</tr>
</tbody>
</table>

**Universal Tools**

These tools are available by default to all students.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breaks</td>
<td>Calculator (only Grades 6-8)</td>
</tr>
<tr>
<td>Digital Notepad</td>
<td>English Dictionary</td>
</tr>
<tr>
<td>Expandable Passages</td>
<td>Scratch Paper</td>
</tr>
<tr>
<td>Highlighter</td>
<td>Thesaurus</td>
</tr>
<tr>
<td>Mark for Review</td>
<td>Math tools (embedded)</td>
</tr>
<tr>
<td>Spell Check</td>
<td>Calculator (only Grades 6-8)</td>
</tr>
<tr>
<td>Writing tools</td>
<td>Zoom (1.5 x to 3.0x)</td>
</tr>
</tbody>
</table>

**Embedded Universal Tools**

- P32: Translations for computer-based assessment (Spanish only; math uses stacked-style and science uses toggle-style)
- P37: Masking

**Non-Embedded Universal Tools**

- P01: Human Read Aloud (excluding ELA passages)
- P18: Simplified test directions
- P22: Color contrast
- P27: Bilingual dictionary
- P30: Voice recognition
- P42: Noise buffers
- P46: Read aloud in Spanish (math and science)
- P50: Text-to-speech (excluding ELA passages)

**Adapted Text inforce:**

- P50: Human Read Aloud (excluding ELA passages)
- P18: Simplified test directions
- P22: Color contrast
- P27: Bilingual dictionary
- P30: Voice recognition
- P42: Noise buffers
- P46: Read aloud in Spanish (math and science)
- P50: Text-to-speech (excluding ELA passages)

**Embedded Accommodations**

- P01: Human Read Aloud (excluding ELA passages)
- P18: Simplified test directions
- P22: Color contrast
- P27: Bilingual dictionary
- P30: Voice recognition
- P42: Noise buffers
- P46: Read aloud in Spanish (math and science)
- P50: Text-to-speech (excluding ELA passages)

**Non-Embedded Accommodations**

- P03: Test to speech
- P10: Tangle-structured free-form writing
- P14: Tangle-structured free-form writing (English only)
- P23: Magnification
- P28: Braille

**Accommodations for Students with EL Plans**

- P09: Separate setting (small group)
- P10: Separate setting (one-to-one)
- P12: Preferential seating
- P13: Non-traditional setting (change in location; home/hospital)
- P14: Tangle-structured free-form writing (English only)
- P15: Extended breaks

**Accommodations from IEP or 504 Plan**

- P16: Extra time – Essay
- P17: 50% extra time – Reading*
- P18: 50% extra time – Math

**EL Committee Members’ Signatures**

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### EL: SAT School Day Participation Form

<table>
<thead>
<tr>
<th>Date:</th>
<th>District:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Student’s Name:</td>
</tr>
<tr>
<td>Grade:</td>
<td>EL Teacher:</td>
</tr>
</tbody>
</table>

**Universal Tools**

These tools are available by default to all students.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>None available</td>
<td>None available</td>
</tr>
</tbody>
</table>

**Embedded Accommodations**

- P23: Magnification
- P30: Translated test directions
- P33: Color contrast
- P37: Color overlays
- P41: Provide translation glossary (only approved glossaries)**
- P42: Noise buffers
- R15: Bilingual word-to-word glossary (only approved glossaries)**
- T03: Extra breaks (no studying)
- T07: Flexible scheduling (delayed start; no studying)
- T09: Separate setting (small group)
- T10: Separate setting (one-to-one)
- T12: Preferential seating
- T13: Non-traditional setting (change in location; home/hospital)
- T14: Flexible scheduling-limited timed testing
- T15: Extended breaks

**Non-Embedded Accommodations**

- P09: Separate setting (small group)
- P10: Separate setting (one-to-one)
- P12: Preferential seating
- P13: Non-traditional setting (change in location; home/hospital)
- P14: Flexible scheduling-limited timed testing
- P15: Extended breaks

**Accommodations from IEP or 504 Plan**

- P16: Extra time – Essay
- P17: 50% extra time – Reading*
- P18: 50% extra time – Math

**Accommodations from IEP or 504 Plan**

- P16: Extra time – Essay
- P17: 50% extra time – Reading*
- P18: 50% extra time – Math

**EL Committee Members’ Signatures**

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*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/pdf/sat-12-educators/sat-school-day/downloads**

**https://collegereadiness.collegeboard.org/pdf/sat-12-educators/sat-school-day/downloads**
West Virginia Education Information System (WVEIS)
WVS.326 Forms
### P-Presentation

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>P03</td>
<td>Braille test booklet</td>
</tr>
<tr>
<td>P10</td>
<td>Text-to-speech, including ELA reading passages</td>
</tr>
<tr>
<td>P15</td>
<td>Human read aloud, including ELA reading passages</td>
</tr>
<tr>
<td>P16</td>
<td>Directions presented through sign language, locally provided</td>
</tr>
<tr>
<td>P17</td>
<td>Braille computer test</td>
</tr>
<tr>
<td>P18</td>
<td>Large print paper test</td>
</tr>
<tr>
<td>P21</td>
<td>Screen-reading software used with computer</td>
</tr>
<tr>
<td>P22</td>
<td>Enlarge text on computer screen</td>
</tr>
<tr>
<td>P23</td>
<td>Magnifying device to enlarge assessment material</td>
</tr>
<tr>
<td>P28</td>
<td>High contrast for computer-based assessments</td>
</tr>
<tr>
<td>P30</td>
<td>Translated test directions</td>
</tr>
<tr>
<td>P35</td>
<td>Braille computer-based timed form with paper booklet for tactile graphics</td>
</tr>
<tr>
<td>P37</td>
<td>Masking</td>
</tr>
<tr>
<td>P39</td>
<td>Color overlays</td>
</tr>
<tr>
<td>P41</td>
<td>Provide translation glossary (paper/pencil tests)</td>
</tr>
<tr>
<td>P42</td>
<td>Noise buffers</td>
</tr>
<tr>
<td>P48</td>
<td>Amplification system</td>
</tr>
<tr>
<td>P59</td>
<td>Test presented through sign language, locally provided, including ELA passages</td>
</tr>
</tbody>
</table>

### R-Response

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>R03</td>
<td>Braille writer or tactile to respond</td>
</tr>
<tr>
<td>R04</td>
<td>Scribe – including ELA essay</td>
</tr>
<tr>
<td>R05</td>
<td>Abacus</td>
</tr>
<tr>
<td>R06</td>
<td>Assistive technology</td>
</tr>
<tr>
<td>R10</td>
<td>Bilingual word-to-word dictionary</td>
</tr>
<tr>
<td>R15</td>
<td>Large block answer sheet</td>
</tr>
<tr>
<td>R19</td>
<td>Calculator – tactile/talking calculator</td>
</tr>
<tr>
<td>R20</td>
<td>Multiplication table</td>
</tr>
<tr>
<td>R21</td>
<td>Speech-to-text</td>
</tr>
<tr>
<td>R23</td>
<td>100x number table</td>
</tr>
<tr>
<td>R24</td>
<td>Calculator – 4 function calculator</td>
</tr>
<tr>
<td>R25</td>
<td>Word Processor Use; essay section</td>
</tr>
</tbody>
</table>

### T-Timing

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>T03</td>
<td>Extra breaks (no studying)</td>
</tr>
<tr>
<td>T07</td>
<td>Flexible scheduling (late start)</td>
</tr>
<tr>
<td>T09</td>
<td>Provide separate setting (small group)</td>
</tr>
<tr>
<td>T10</td>
<td>Separate Setting (one-to-one)</td>
</tr>
<tr>
<td>T11</td>
<td>Testing environment modifications</td>
</tr>
<tr>
<td>T12</td>
<td>Preferential seating</td>
</tr>
<tr>
<td>T13</td>
<td>Non-traditional setting</td>
</tr>
<tr>
<td>T14</td>
<td>Flexible scheduling (limited timed testing)</td>
</tr>
<tr>
<td>T15</td>
<td>Extended breaks</td>
</tr>
<tr>
<td>T16</td>
<td>Breaks as needed</td>
</tr>
<tr>
<td>T17</td>
<td>Extended time +50% reading</td>
</tr>
<tr>
<td>T18</td>
<td>Extended time +50% essay</td>
</tr>
<tr>
<td>T19</td>
<td>Extended time +50% math</td>
</tr>
<tr>
<td>T20</td>
<td>Extended time +100% reading</td>
</tr>
<tr>
<td>T21</td>
<td>Extended time +100% essay</td>
</tr>
<tr>
<td>T22</td>
<td>Extended time +100% math</td>
</tr>
</tbody>
</table>

*Code 1 = Refused  2 = Not Applicable*
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 filled 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 preslugged 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 WVCSA 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
## WVS.326 Accommodations Provision Monitoring

<table>
<thead>
<tr>
<th>Codes</th>
<th>P - Presentation</th>
<th>ELA Provided</th>
<th>Code*</th>
<th>ESSAY Provided</th>
<th>Code*</th>
<th>MATH Provided</th>
<th>Code*</th>
<th>SCI Provided</th>
<th>Code*</th>
</tr>
</thead>
<tbody>
<tr>
<td>P02</td>
<td>Human read aloud, excluding ELA reading passages</td>
<td>Y</td>
<td>N</td>
<td>1</td>
<td>2</td>
<td>Y</td>
<td>N</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>P19</td>
<td>Large print paper test</td>
<td>Y</td>
<td>N</td>
<td>1</td>
<td>2</td>
<td>Y</td>
<td>N</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>P22</td>
<td>Enlarge text on computer screen</td>
<td>Y</td>
<td>N</td>
<td>1</td>
<td>2</td>
<td>Y</td>
<td>N</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>R - Response</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R16</td>
<td>Large block answer sheet</td>
<td>Y</td>
<td>N</td>
<td>1</td>
<td>2</td>
<td>Y</td>
<td>N</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>T - Timing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T03</td>
<td>Extra breaks (no studying)</td>
<td>Y</td>
<td>N</td>
<td>1</td>
<td>2</td>
<td>Y</td>
<td>N</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>T07</td>
<td>Flexible scheduling (late start)</td>
<td>Y</td>
<td>N</td>
<td>1</td>
<td>2</td>
<td>Y</td>
<td>N</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

*Code 1 = Refused  2 = Not Applicable
Questions?

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Inclusivity, Accessibility, and Accommodations for English Learners with Disabilities

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Jennifer Denne
Alternate Assessment Consultant Iowa Department of Education

USED Office of Elementary and Secondary Education

August 27, 2020

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Topics

ELP Assessment Participation and Supports

Iowa’s Alternate Assessment Participation Criteria

Developing an Alt-ELPA
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

RESOURCE CENTER

Accessibility and Accommodations Manual
A manual addressing the diverse needs of EL students and the various features and accommodations that ELPA21

Item Development Technical Report
A technical report summarizing the efforts of ETS, CCSSO, and ELPA21 in crafting a pool of test items for the

Item Cognitive Lab Report
A research report summarizing the effectiveness of technology-enhanced items at gauging English language proficiency.
Iowa’s Alternate Assessment Participation Criteria
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.

<table>
<thead>
<tr>
<th>Participation Criterion</th>
<th>Participation Criterion Descriptors</th>
<th>Agree (Yes) or Disagree (No)? Provide documentation for each</th>
</tr>
</thead>
</table>
| 1. The student has a significant cognitive disability.                                     | Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.  
*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.* | Yes / No                                                                                                           |
| 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. | 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. | Yes / No                                                                 |
| 3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum. | The student  
  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. | Yes / No                                                                 |

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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!
Contact Us!

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www.elpa21.org  
info@elpa21.org

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
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

<table>
<thead>
<tr>
<th>Name of Screener</th>
<th>Grade Levels Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIDA Screener Online</td>
<td>1-12</td>
</tr>
<tr>
<td>WIDA Screener Paper</td>
<td>1-12</td>
</tr>
<tr>
<td>W-APT for Kindergarten</td>
<td>K-1</td>
</tr>
<tr>
<td>WIDA Remote Screener</td>
<td>K-12</td>
</tr>
<tr>
<td>WIDA Screener for Kindergarten*</td>
<td>K-1</td>
</tr>
<tr>
<td>WIDA Alternate Screener*</td>
<td>K-12</td>
</tr>
</tbody>
</table>

* Under Development
Alt ACCESS Participation Decision Tree

1. Has the student been identified as an English language learner (ELL)?
   - YES
   - NO
      - Do not administer an English language proficiency assessment

2. Does the student have a significant cognitive disability and receive special education services under IDEA (2004)?
   - YES
   - NO
      - Use another English language proficiency assessment, such as ACCESS for ELLs or Kindergarten ACCESS for ELLs

3. Does the student require extensive direct individualized instruction and substantial support to achieve measurable gains in the grade- and age-appropriate curriculum?
   - YES
   - NO

4. Is or will the student participate in state alternate content assessment based on alternate achievement standards?
   - YES
   - NO

5. The student is eligible to participate in testing with Alternate ACCESS for ELLs
Accommodation Policy

- **Accommodations**: ELLs with a disability (IEP or 504 plan)
- **Universal Tools**: All ELLs
- **Administrative Considerations**: All ELLs
- **Universal Design**: All ELLs

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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

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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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On Facebook: @WIDAatWCER
On LinkedIn: @WIDAConsortium

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