

2008-2009
Assessment
Accommodation
Guidelines
for English Language
Learners



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Public Instruction

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Introduction

The guidance in this manual pertains to students who qualify as English Language Learners (ELL's) who take the *Washington Assessment of Student Learning* (WASL). It is designed to guide decisions for administrators, teachers, parents, and students related to testing accommodations that can be provided for these assessments.

Federal and state laws (e.g., Title III of the Elementary and Secondary Education Act of 2001 [No Child Left Behind – NCLB]), provide guidelines and regulations regarding the testing of ELL's. A central tenet of NCLB is that all students must be assessed on their attainment of high academic standards. All layers of the educational system—states, districts, schools, and teachers are held accountable for what students know and can do using a new set of state-developed tests. NCLB also requires schools to assess the progress of ELLs towards English language proficiency in comprehension, speaking, listening, reading and writing.

In Washington state students all ELL students, even those who exit ELL programs, are monitored until they graduate from high school to ensure Adequate Yearly Progress (AYP). This means being assessed on how well they continue to achieve Reading and Writing Standards, as well as how they are doing in their content courses. The federal law makes clear that students, who have often been left behind because of their limited English proficiency, are to be full participants in and beneficiaries of our educational system.

An Assessment Accommodations Plan will be written at the beginning of the school year for each qualified ELL. This plan is to be created by the teachers working with each student. The accommodations will vary according to student's English language proficiency level as determined by the WLPT-II Placement Test or the WLPT-II Annual Test.

Inclusion of Students in Washington State's Assessment Program

The Washington State Assessment System has two types of assessment tools: state level assessments and classroom-based assessments. Both types of tools are intended to assess whether students have learned the Grade Level Expectations (GLEs) for the assessed content areas. Classroom-based assessments that are tied to the GLEs help evaluate the success of day-to-day instruction in subject areas not assessed on WASL – social studies, visual and performing arts, health, and fitness. More information about classroom-based assessments can be found at <http://www.k12.wa.us/assessment/CBAOverview.aspx>. State-level assessments provide district, school and student accountability in reading, writing, mathematics and science.

The WASL is a series of standards-based tests in reading, mathematics, writing and science. WASL is composed of multiple-choice, short-answer, and extended-response items. Research on the WASL provides strong support for the validity and reliability of WASL scores.

Table 1 indicates which content areas are assessed at each grade level.

Table 1: Grades and Content Areas Assessed by WASL Assessment

Grade Level	Reading	Writing	Mathematics	Science
3	X		X	
4	X	X	X	
5	X		X	X
6	X		X	
7	X	X	X	
8	X		X	X
High School	X	X	X	X

Overview of ELL Accommodations

In selecting the most appropriate assessment for a student who is an English language learner, teachers must determine what, if any accommodations are needed for the student to access the selected assessment. The accommodations provided to a student on any state assessment must be ones that the students are familiar with and that are used on local assessments.

What are accommodations? What are modifications? How do they differ?

Accommodations are practices and procedures that allow students to demonstrate their knowledge and skills through an assessment and obtain valid scores. Accommodations are intended to reduce or even eliminate the effects of the student’s level of language proficiency on test scores; they do not reduce learning expectations and should not give a false picture of what a student knows and can do. For example, suppose a student is taking the WASL mathematics test and is an English language learner. An appropriate accommodation would be to read each mathematics test question aloud, wait until the student works through her response to the question, read the next question, and so forth. Since the intent of the test is to measure mathematics and not reading skills, the resulting scores would be valid as long as the reader does not coach the student in her responses.

Modifications actually change what is assessed; therefore, they affect the validity of scores. An example of a modification in mathematics would be to change eliminate the story problem context for a problem-solving question and present the computation required. In the latter case, the student’s performance will not reflect her mathematics problem-solving skills but will be a measure of computation.

The goal of the Washington State Assessment System is to assure all students have the opportunity to demonstrate their reading, writing, mathematics, and science conceptual understanding and skills. Accommodations for English language learners are intended to improve students' access to the test questions by lessening the English language proficiency demands.

Categories of Accommodations

There are four general areas of accommodation: presentation, response, setting, and timing/scheduling. Each of these can provide equitable access during assessments for students with disabilities. Typically, accommodations do not begin and end in school. Accommodations for instruction and assessment are integrally intertwined.

1. **Presentation Accommodations** allow students to access information in ways that do not require them to rely exclusively on reading of standard print. These modes of access are auditory, multi-sensory, tactile and visual.
2. **Response Accommodations** allow students to complete activities, assignments and assessments in different ways or to solve or organize problems using some type of assistive technology.
3. **Setting Accommodations** change the location in which a test or assignment is given or the conditions of the assessment setting.
4. **Timing and Scheduling Accommodations** increase the allowable length of time to complete an assessment or assignment or change the way the time is organized.

Who Can Receive ELL Testing Accommodations on WASL?

Eligible Students are English language learners who have qualified for English language support services by scoring at Levels 1, 2, or 3 (Beginning/Advanced Beginning, Intermediate, or Advanced) on the WLPT-II Placement Test or Annual Test.

Non Eligible Students are English language learners who have scored Level 4 (Transitional) on the WLPT-II Placement Test or the WLPT-II Annual Test and no longer qualify for English language support services. Students who are being monitored for academic success but no longer receive English language support services are not eligible ELL accommodations.

Questions to Guide Accommodation Selection for the Student

Selecting accommodations for assessment is the role of a student ELL teacher(s). Use the questions below to guide the selection of appropriate accommodations for each student. As you read the questions, write down the answers for each question for the individual student.

- How can you increase the student’s access to instruction and assessment by reducing the effect of the student’s language proficiency level? Accommodations may be new or they may be accommodations the student is currently using. For example, if a student has good ideas during writing workshops but struggles to get his ideas into a written first draft in English, voice-to-text software would be an appropriate accommodation.
- What accommodations are regularly used by the student during classroom instruction and assessment? How can these accommodations be made available during state level assessment events? Will the accommodation(s) alter what is being assessed?
- What are the results for assignments and assessments when accommodations were used and not used? For example, if you find that the performance of a student increases when a particular accommodation is available but decreases when the accommodation is removed, then it may be an appropriate accommodation. On the other hand, if *all* students’ performance increases with the accommodation, whether or not they are English language learners, it may be that the accommodation is changing what is assessed.
- What is the student’s perception of how well an accommodation “is working”? What difficulties did the student experience when using accommodations? For example if the student finds that having a scribe is awkward and uncomfortable, then the scribe is “not working” for the student and is not likely to be an appropriate accommodation.
- Are there effective combinations of accommodations? For example, English language learners must work harder to comprehend information and to respond in English. It might be appropriate to provide several breaks during the assessment and have the test questions read aloud.
- What are the perceptions of parents, teachers, and other specialists about how the accommodation is working? For example, suppose an accommodation was provided during classroom assessments but, in the judgment of parents, teachers and specialists, the student has begun to use the accommodation as a crutch. In this case, the accommodation may not be appropriate.
- Should the student continue to use an accommodation, are changes needed, or should the use of the accommodation be discontinued? For example, suppose a student uses voice-to-text software during assessments in elementary school but, as he develops better language skills, he writes well in class without voice-to-text software. Then it may be time to eliminate the voice-to-text software during the testing event.

When selecting the accommodations that match the student’s needs, be sure to consider:

- the student’s willingness to use the accommodation,
- opportunities to learn how to use the accommodation in classroom settings, and
- conditions for use of the accommodation on state assessments.

Presentation Accommodations

Presentation accommodations allow students to access instruction and assessments in ways that assist them when reading standard print. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations.

Presentation Accommodations for All Students

The following presentation accommodations are available for all students in all grades:

- Reread assessment directions verbatim.
- Allow the student to read the directions aloud as long as it does not distract other students.
- Direct students to underline or mark assessment directions with a No. 2 pencil.
- Audio-record the directions for the student.
- Provide assessment directions in student's primary language, including signing (SEE or ASL).
- Use tools to adjust color backgrounds like overlays.
- Cue students to begin working or to stay on task; non-verbal cueing such as motioning students to move on or verbal cueing such as saying, "Keep going" or "Go to the next page."
- Visually isolate text with a ruler, paper, or a piece of paper with a window.

Presentation Accommodations for ELL Students

The following chart shows the accommodations allowable for WASL.

Presentation Accommodations for ELL Students
<p><u>Audio Compact Disc</u></p> <p>Directions for administration may be pre-recorded on a compact disc (CD) that a student accesses by listening. Headphones should be used to reduce the distraction to other students.</p> <p>Human readers can be used as an accommodation if the electronic accommodation fails or is not available. Students who use this accommodation should be in a separate testing location to eliminate distraction to other students.</p> <p>For ALL content areas:</p> <ul style="list-style-type: none">• Have human reader read directions VERBATIM in English.• Have human reader repeat directions VERBATIM in English up to 3 times. <p>For Mathematics, Science and Writing ONLY:</p> <ul style="list-style-type: none">• Have human reader read stimulus materials (such as science scenarios or mathematics problems) and items VERBATIM in English during the Mathematics, Science, and Writing tests.• Have human reader repeat scenarios and items VERBATIM in English up to 3 times during the Mathematics, Science, and Writing tests.• Have human reader increase wait time between item stems.• Have the human reader decrease reading pace. <p>Once OSPI has provided translated and English presentations of the mathematics and science tests, districts must use the OSPI standardized CD. Human readers can be used as an accommodation if the electronic accommodation fails or is not available.</p>

Response Accommodations

Response accommodations allow students to complete assignments, tests, and activities in non-traditional ways or to solve or organize problems using one or more assistive devices or organizers.

Response Accommodations for All Students

The following response accommodations are available for all students in all grades:

- Provide assistance in turning pages, handling booklets, etc.
- Provide the student with No. 2 pencil adapted in size or grip.
- Provide student a strip of heavy paper to assist in tracking.
- Provide an abacus on the math portion of the test.

Response Accommodations for ELL Students

The following response accommodations documented by an ELL student's assessment accommodation team may be used in the state assessment.

Response Accommodations for ELL Students

Spelling and Grammar Devices

Students who need to use an English dictionary, electronic dictionary, thesaurus and/or spelling device as a regular part of instruction and assessment may use these tools on the state writing assessment. English glossaries of non-technical terms may be used when taking the science or mathematics tests if the glossaries are provided by OSPI.

Visual/Graphic Organizers

Organizing tools such as graph paper, place markers, scratch paper and templates are allowed.

Prompt specific graphic organizers and organizers containing text such as definitions, specific examples, or sentence starters related to a specific test question **may not be used**.

Speech-to-Text Software

Speech-to-text software allows students to dictate their responses to a computer and the computer generates a written document. Students can then edit their responses on-line. Students who are using word processing related technology (e.g., speech-to-text) in classroom and district assessments should use that same technology for the WASL. Students must be familiar with the text-to-speech software before using it on a state assessment. If not, use of the software on a state assessment will disadvantage a student.

A scribe must transcribe text-to-speech generated answers as well as all work related to those answers VERBATIM into a regular test booklet.

Response Accommodations for ELL Students (Cont.)

Scribe

ELL students develop English speaking and listening skills before the academic skills of reading and writing. Ability to write a response in English should not prevent a student from responding to test items in reading, mathematics and science. Scribes may be used to allow students with English speaking ability to provide responses to reading, mathematics, and science WASL items. For the writing assessment, ELL students may use text – to – speech software but not scribes.

A scribe is someone who writes down what a student dictates via an assistive communication device, pointing, sign language, or speech. A scribe must be skilled and have extensive practice and training. Scribes must allow the student to review and edit what the scribe has written. Individuals who serve as scribes must prepare carefully to be sure they know the vocabulary involved and understand the boundaries of the assistance to be provided. A scribe may not edit or alter student work and must record VERBATIM what the student has dictated.

Students must be familiar with the scribe and the scribing process. If not, use of a scribe on a state assessment will disadvantage a student.

Scribing should only be used for students who are unable to write their own responses in the WASL tests booklet. Scribing should not be used to compensate for:

- poor handwriting,
- poor spelling,
- difficulty with writing organization and slow production, or
- student resistance to performing writing tasks.

In many cases, a student can draw a chart, graphic, or provide another constructed response independently. The student should respond independently whenever possible and use a scribe only when necessary.

For deaf students, qualified interpreters should translate what is signed into written English on all sections of the test. A scribe should transcribe the student's signed answers into the regular test booklet.

Setting Accommodations

Setting accommodations allow students to complete assignments, tests, and activities in settings that are comfortable and are not distracting. Setting accommodations change the location in which a student receives instruction or participates in an assessment. Setting accommodations may also change conditions of an instructional or assessment setting.

Setting Accommodations for All Students

The following setting accommodations are available to all students in all grades:

- Provide good lighting and ventilation, a comfortable room temperature, and as much freedom as possible from noise, traffic, and other interruptions.
- Provide comfortable chairs and tables set at an appropriate height with sufficient room for materials.
- Make sure that all needed materials, equipment, and tools are available and in good condition.
- Change a student's location within a room. For example, a student who is easily distracted may not want to sit near windows, doors, or pencil sharpeners. Sitting near the teacher's desk or in the front of a classroom may be helpful for some students.
- Provide individual or small group testing for students who are easily distracted.
- Use physically enclosed classrooms (classrooms with four walls) rather than open classrooms or provide study carrels for students who are easily distracted.
- Offer noise buffers such as earphones, earplugs or headphones that are not connected to any audio device.

Setting Accommodations for English Language Learners

For English language learners, setting accommodations can help access other accommodations. Settings accommodations that are documented in a student's educational play may be used in the state assessment.

- If a student uses a human reader or speaker, he/she needs to be in a separate location.
- If a student uses a CD or DVD presentation of the test directions and/or items may use a headphone to eliminate distraction to other students.

Timing and Scheduling Accommodations

Timing and scheduling accommodations change the allowable length of time to complete assignments, assessments, and activities and may also change the way the time is organized. Timing and scheduling accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and assessments. Extra time may be needed to process written text (e.g., An ELL student processes information slowly due to translation issues).

Students who cannot concentrate continuously for an extended period or who become frustrated, or stressed easily may need frequent or extended relaxation breaks. It may also help to schedule in the morning those classes and tests that require the greatest concentration for students who have difficulty concentrating and staying on task as the day progresses.

Timing accommodations give students the time and the breaks they need to complete activities, assignments, and assessments. Other changes may include the particular time of day, day of the week, or number of days over which a particular activity, assignment, or assessment takes place.

Timing and Scheduling Accommodations for All Students

The following timing and scheduling accommodations are available for all students in all grade levels:

Multiple or Frequent Breaks

- Breaks of 15 minutes or less may be given at predetermined intervals or after completion of assignments, tests or activities.
- Sometimes a student is allowed to take breaks when individually needed.

Extended Time

- The WASL is not a timed test; however, no one test session can be extended beyond the end of one regular school day.
- Assessment for students in grades 3-8 occurs at a time of day best suited for the student¹.
- Assessment for students in grades 3-8 may be administered across the entire three-week WASL window.

¹ Not available at high school.

Resources Guidebook

The resources in this Resources Guidebook are intended to help you plan for accommodations.

Resource 1: Accommodations Available to English Language Learners provides some examples of the types of accommodations that might be useful for English language Learners. Although the examples are not an exhaustive set, they can give a sense of the different ways that accommodations can be combined for students with specific disabilities.

Resource 2: Assessment Accommodations Plan is a form for you to complete once you have made an accommodations plan for an individual student. Complete a form for each student the best you can early in the school year. You may amend the form as you try different accommodations with students and learn what works best for each student. Remember that an accommodation removes barriers so that students can show what they know and are able to do. An accommodation should result in a more fair assessment of the student.

Resource 3: Access Needs that May Require Accommodations provides a checklist that can be used to consider the needs of individual students related to presentation, response, setting, and timing/scheduling accommodations. As you respond to each question in the checklist, your response can help you determine the most appropriate accommodation(s) for the student. You may want to make multiple-copies of Resource 3: Access Needs that May Require Accommodations and work with the IEP team to determine the most appropriate accommodation for the student.

Resource 4: Logistics Planning Checklist is intended to help you plan for providing accommodations during an assessment event. The checklist will help you make certain that process of assessment flows smoothly.

Resource 5: Home Language Survey is a survey that is used to determine whether a student should be classified as an English language learner.

Resource 1

Accommodations Available to English Language Learners

In addition to the accommodations listed on Page ____, the following WASL and ASM accommodations are available to English Language Learners (ELL). Except where noted, these accommodations are available to all ELL students, whether or not they are still being served by ESL or Bilingual programs.

Before a test session begins, proctors and district assessment coordinators must check with the ESL/Bilingual specialists to ensure that appropriate accommodations are provided. Note that students are likely to have different accommodations for different content areas.

SCHEDULING
Give students as much time as they need to complete the a test section as long as they are working productively and each test section is completed in a single day
Give students frequent breaks during a test section
SETTING
Offer small, separate testing environment so students can concentrate
Offer a separate testing location if the student has a human reader or plays audio-recordings without headphones
Offer a separate testing location if the student dictates to a scribe
Provide headphones if the student plays audio-recordings
PRESENTATION
Have a human reader read directions VERBATIM in English (for all content areas)
Have a human reader read stimulus materials (such as science scenarios or mathematics problems) and items VERBATIM in English during the Mathematics, Science, and Writing tests (Students in ESL or Bilingual Programs ONLY!)
Have the human reader repeat directions VERBATIM in English up to 3 times (for all content areas)
Have the human reader repeat scenarios and items VERBATIM in English up to 3 times during the Mathematics, Science, and Writing tests (Students in ESL or Bilingual Programs ONLY!)
Have the human reader increase wait time between items (Students in ESL or Bilingual Programs ONLY!)
Have the human reader decrease reading pace
Provide an OSPI provided audio CD with oral presentation of mathematics, science, and writing items (Students in ESL or Bilingual Programs ONLY!)
Provide an audio CD with oral presentation of directions for all content areas (Students in ESL or Bilingual Programs ONLY!)
Visually isolate text with a ruler, paper, or a piece of paper with a window
Cue to begin working or to stay on task; non-verbal cueing such as motioning students to move on or verbal cueing such as saying, "Keep going" or "Go to the next page."
RESPONSE
Student uses a dictionary and/or thesaurus in print or electronic form (no spell check) in English, native language, bilingual, numerical, or visual formats during the Writing test.
Student uses a glossary during the Mathematics and Science tests (if provided by OSPI).
Student dictates responses to a scribe. Scribes record students' responses VERBATIM into a regular test booklet.
Student uses speech-to-text software to generate responses to items and writing prompts. Electronically generated responses are transcribed VERBATIM into a regular test booklet.

Resource 2

ELL Assessment Accommodations Plan

Name: _____ WLPT-II Level: _____

School: _____ Grade: _____

The selected accommodations are necessary to provide this student with equitable access to classroom-based assessments and state assessments:

<p>Presentation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Read directions VERBATIM in English.<input type="checkbox"/> Repeat directions VERBATIM in English up to 3 times.<input type="checkbox"/> Read stimulus materials and item stems VERBATIM in English during the Mathematics, Science, and Writing tests.<input type="checkbox"/> Repeat scenarios and item stems VERBATIM in English up to 3 times during the Mathematics, Science, and Writing tests.<input type="checkbox"/> Have reader increase wait time between item stems.<input type="checkbox"/> Reread assessment directions verbatim.<input type="checkbox"/> Allow the student to read the directions aloud as long as it does not distract other students.<input type="checkbox"/> Direct students to underline or mark assessment directions with a No. 2 pencil.<input type="checkbox"/> Audio-record the directions for the student.<input type="checkbox"/> Provide directions in student's primary language, including SEE or ASL signing<input type="checkbox"/> Use tools to adjust color backgrounds like overlays<input type="checkbox"/> Cue students to begin or keep working<input type="checkbox"/> Visually isolate text with a ruler, paper, or a piece of paper with a window	<p>Response:</p> <ul style="list-style-type: none"><input type="checkbox"/> Dictionary and/or thesaurus in print or electronic form (no spell check) in English and/or native language during the Writing WASL<input type="checkbox"/> Non-technical terms glossary during the Mathematics and Science WASL (when provided by OSPI)<input type="checkbox"/> Provide a scribe to record the student's response<input type="checkbox"/> Provide a speech to text device<input type="checkbox"/> Provide a generic graphic organizer <p>Setting:</p> <ul style="list-style-type: none"><input type="checkbox"/> Small, separate testing environment<input type="checkbox"/> Headphones when listening to audio CDs or DVDs <p>Timing / Schedule:</p> <ul style="list-style-type: none"><input type="checkbox"/> Frequent and flexible breaks<input type="checkbox"/> Extra time
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Signatures of Responsible Parties

Date: _____

ELL Teacher

General Ed. Teacher(s):

Student:

Parent:

(Student & Parent signatures are recommended but not required.)

Resource 3

Access Needs that May Require ELL Accommodations

Directions: Use these questions to identify various types of presentation, response, setting, and timing and scheduling accommodations for English Language Learners. The list is not exhaustive—its purpose is to prompt members of ELL teams to consider a wide range of accommodation needs. Use the list in planning by indicating Y (YES), N (NO), or DK/NA (Don't Know or Not Applicable).

	Y	N	DK/ NA
1. Is the student able to read and understand directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Could the student benefit from an audio CD of both instructions and test stems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Can the student follow oral directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student need directions repeated frequently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Would visually isolating text help the student better focus on passages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the student need extra time on tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the student have low or poor reading skills; will the student benefit from having the mathematics, science, and/or writing items and stimulus materials read aloud?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Would the student benefit from using a dictionary or glossary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the student need frequent breaks or increased time between tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Resource 4

Logistics Planning Checklist

Directions: This Logistics Planning Checklist can be used in the planning and implementation of assessment accommodations for all ELL students. Use the checklist by indicating Y (Yes), N (No), or NA (Not Applicable).

Accommodations throughout the academic year		Y	N	NA
1.	Accommodations are documented on students Assessment Accommodations Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Students use accommodations regularly and evaluate use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	A master accommodation plan/data base listing assessment accommodation needs for each student is tested and updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation for test day		Y	N	NA
4.	Special testing tools are ordered for individual students based on information contained in master accommodations plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Test administrators/proctors receive a list of accommodation needs for each student they will supervise (list comes from master accommodations plan).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Adult supervision is arranged and test administrators receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Trained readers and/or scribes are arranged for individual students (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Resource 5



Home Language Survey Washington State Transitional Bilingual Instructional Program

Student's Name		Date
School		Grade
SSID		Gender
1. ___ Yes ___ No If yes, list language(s)	Is a language other than English spoken in the home? Language(s) most often used by : Father _____ Mother _____ Guardian _____	
2. ___ Yes ___ No If yes, list language(s)	Is your child's first language a language other than English? _____	
<p>_____ () _____ Parent or Guardian's Name Phone Number</p> <p>_____ City Zip</p> <p>Address</p> <p>_____ Student's Country of Origin</p> <p>_____ / ____ / _____ Parent or Guardian's Signature Date</p>		
<p>Reference to WAC392-160-005.</p> <ul style="list-style-type: none"> • "Primary language" means the language most often used by a student (not necessarily by parents, guardians, or others) for communication in the student's place of residence. • "Eligible student" means any student who meets the following two conditions: <ul style="list-style-type: none"> (a) The primary language of the student must be other than English; and (b) The student's English skills must be sufficiently deficient or absent to impair learning. 		

IF THE ANSWER TO QUESTION **NUMBER TWO** ABOVE WAS "**YES**": REFER THE STUDENT FOR TESTING ON THE WASHINGTON LANGUAGE PROFICIENCY PLACEMENT TEST.

<p>Please Complete the Following:</p> <p>A. _____ For how many months has the student attended school in the United States (grades K – 12) before enrolling in this district?</p> <p>B. _____ For how many months has the student received formal education outside the United States in his/her native language (equivalent to grades K – 12) before enrolling in this district?</p> <p>_____</p> <p>Guidance:</p> <ul style="list-style-type: none"> • One (1) school year = ten (10) months. • "Formal education" does not include refugee camp schools or other unaccredited programs for children. • "Native Language" refers to the family's dominant language.
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Glossary

English Language Learner (ELL):

An English Language Learner is a person learning English whose primary language is a language other than English.

Exited Services:

Excited services are the services given to students who have exited the ELL program.

Exempt Students:

ELL Students who have been in an American school for less than 12 months are exempt from all sections of the WASL other than math.

Home Language Survey:

Survey sent home to parents to determine the primary language spoken by the student.

Monitor Status:

Students who exit the ELL program must be monitored for academic progress until they graduate from high school.

Numeric Dictionary:

A dictionary that gives the written spelling that corresponds to each number.

Proficiency Level:

To be proficient in a second language means to effectively communicate or understand thoughts or ideas through the language's grammatical system and its vocabulary, using its sounds or written symbols. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components as well as academic and non-academic language (Hargett, 1998).

Identifying a student's proficiency level is the first step in using the Washington State English Language Development Standards to design effective instruction so that all students can access content. There are five proficiency levels (beginning, advanced beginning, intermediate, advanced, transitional) in each of the four language domains (listening, speaking, reading, writing). A fifth domain, Comprehension, is embedded within the four domains and is part of the Washington Language Proficiency Test.

WASL:

The Washington Assessment of Student Learning (WASL) is a series of tests that helps make sure our students learn the foundational skills and knowledge that educators, parents and community leaders say are important to their success in life.

The WASL serves two purposes. It helps us find out how each student is doing and how each school is doing. Schools pay attention to WASL results. They use them to improve teaching and to do a better job of meeting every student's academic needs.

All students who are ELL must participate in all WASL tests scheduled for their grades regardless of the number of years they have been in the U.S. The only exception is students who are in their first year of enrollment in U.S. schools. These students are not required to participate in reading or writing tests, but they must take the math exam. In addition to participating in WASL, ELL students must take annually the Washington Language Proficiency Test - II (WLPT-II) in reading, writing, speaking and listening.

WLPT-II Placement Test:

The WLPT-II Placement test is used to measure the English language proficiency level of new students whose first language is a language other than English. The test results determine whether or not a student qualifies for English language learner programs and services. All students who answer “Yes” to question #2 (‘Does your child have a first language other than English?’) on the Home Language Survey must be assessed with the Placement Test. Parents cannot opt their child out of this assessment.

WLPT-II:

The WLPT-II annually assesses the growth of the state’s English language learners. Students in grades K-12 are tested in reading, writing, listening and speaking.