

# Assessing LEP Students



# Student Enrollment File Changes for all Tests

- **Entire Middle name required**, not just middle initial
- **Unique Student ID required**
- **Race and Ethnicity changes**
  - Ethnicity = Hispanic (yes/no)
  - Race = one or more of the five categories currently used
  - No unknown category

ALL students must have a designation in one of 7 categories:

| <b>Value</b> | <b>Category</b>   |
|--------------|---|
| 01           | American Indian or Alaska Native , not Hispanic         |
| 02           | Asian, not Hispanic                                     |
| 03           | Black or African American, not Hispanic                 |
| 04           | Native Hawaiian or Other Pacific Islander, not Hispanic |
| 05           | White, not Hispanic                                     |
| 06           | Hispanic/Latino of any race                             |
| 07           | Two or more races, not Hispanic                         |

# Idaho English Language Assessment (IELA)



# Idaho English Language Assessment

Recent changes to the Title III/LEP Accountability system  
– approved by the USDOE July 2009

- Change in target for Progress
- Change in definition of Proficiency
- Change in target for Proficiency
- Change minimum N count
- Change in how to calculate targets for districts in a consortia
- Change in cut scores for the IELA to apply to 2010 scores

# Idaho English Language Assessment

## **AMAO #1 – Progress**

Progress will continue to be defined as advancing one level or more of language proficiency per year.

- New spring 2009 target of 25%.
- Spring 2018 with a target of 35%.
- Linear growth interval = 1.111 point increase per year.

Exception to AMAO#1:

- Only students who have tested for 2 years (e.g. students who have 2 data points) will be included in AMAO 1.

# Idaho English Language Assessment

## **AMAO #2 – Proficiency**

Proficiency will now be defined as an EF+ on all sub-domains. This will result in some students with a 4 overall to be deemed proficient.

- New spring 2009 target of 13%.
- Spring 2018 target of 20%.
- Linear growth intervals = .777 point increase per year.
  
- Exceptions to target requirements:
  - Districts with less than 34 students.
  - Districts that apply for funding through the Title III Consortia mechanism will no longer be held accountable together. Each district will have their AMAOs calculated separately, however will not be eligible for the N count flexibility.

# Idaho English Language Assessment

- Districts that did not meet all 3 AMAOs are required to notify parents of LEP students of failure to meet AMAOs within 30 days of this notification to districts **(COB September 16th)**.
- All letters must be translated to the extent practicable. The letters should highlight what positive and successful things your district is doing to serve LEP students.
- All districts that have not met AMAOs must again send a copy of their letter to parents on district letterhead to the State Department of Education no later than September 30, 2009. Please email or fax the letters to [wstmichell@sde.idaho.gov](mailto:wstmichell@sde.idaho.gov) / 208-334-6842
- A sample parent letter can be found in English and Spanish attached and at the following link:  
[http://www.sde.idaho.gov/site/lep/state\\_federal.htm](http://www.sde.idaho.gov/site/lep/state_federal.htm)

# Idaho Standards Achievement Test: Accommodations for LEP Students



# The new accommodation document provides the guidance on:

- I. Determining Which Students Should Take Which Assessment
- II. Defining Accommodations Allowable to LEP Students
- III. Convening the Decision-Making Team to Assign Accommodations to LEP Students
- IV. Steps for Assigning Accommodations to LEP Students
- V. Additional Reminders about Assigning Accommodations
- VI. Administration Directions for Accommodations Allowed to LEP Students
- VII. Test Administration Practices Which May Be Offered to the LEP Student

## But first....a QUIZ....Accommodations for LEP Students in Idaho: True/False

1. LEP1 students must take the state Mathematics and Science assessments.
2. LEP students can be excluded from Reading/Language Arts ISAT for 3 years.
3. If an LEP student does not have documentation that outlines the accommodations they must receive during regular instruction (such as an IEP or ELP), they are not allowed to use accommodations during testing.
4. Native language accommodations are not allowed during state testing.

# Accommodations Policy for Inclusion of Limited English Proficient (LEP) Students in the Idaho Standards Achievement Test (ISAT)

## **I. Determining Which Students Should Take Which Assessment**

# I. Determining Which Students Should Take Which Assessment

1. Regular ISAT Assessment without Accommodations
2. Regular Assessment with Accommodations that do not Invalidate the Test Results
3. ISAT- ALT (Idaho Standards Achievement Test - Alternate Assessment)

# Accommodations Policy for Inclusion of Limited English Proficient (LEP) Students in the Idaho Standards Achievement Test (ISAT)

## **II. Defining Accommodations Allowable for LEP Students**

## II. Defining Accommodations Allowable for LEP Students

- Accommodations for LEP students involve changes to testing procedures, testing materials or the testing situations in order to allow students meaningful participation in an assessment.
- Effective accommodations for LEP students address the unique linguistic and socio-cultural needs of the students without altering the construct.
- Accommodated scores should be sufficiently equivalent in scale that they can be pooled with unaccommodated scores.

- Rivera, Acosta, and Shafer Willner, 2008

## II. Defining Accommodations Allowable for LEP Students

- School LEP teams must ensure that the accommodations that are used by LEP students in state assessments are also used regularly for instruction and classroom testing.
- Only those accommodations that are listed in the guidance document and that are included in a student's Educational Learning Plan (ELP) may be considered on a statewide assessment.

**Accommodations Policy for Inclusion of Limited  
English Proficient (LEP) Students in the Idaho  
Standards Achievement Test (ISAT)**

**III. Convening the Decision-Making  
Team to Assign Accommodations  
to LEP Students**

### III. Convening the Decision-Making Team to Assign Accommodations to LEP Students

The school/district team will:

- determine how the LEP student will participate in state assessments;
- determine which accommodations are appropriate for use by the student;
- document the process;
- communicate this information to the classroom teacher and test coordinator/administrator.

### III. Convening the Decision-Making Team to Assign Accommodations to LEP Students

Members of the team might include:

- Teachers of LEP students and general educators involved in supporting the student
- School/district test coordinator
- District LEP Coordinator
- School administrator

### III. Convening the Decision-Making Team to Assign Accommodations to LEP Students

Decision-making must be done early enough so LEP students get practice with the accommodations in class.

**Accommodations Policy for Inclusion of Limited  
English Proficient (LEP) Students in the Idaho  
Standards Achievement Test (ISAT)**

**V. Additional Reminders about  
Assigning Accommodations**

## V. Additional Reminders about Assigning Accommodations

### *Adaptations*

- ✓ Clarifying, translating, or reading **test items**
- ✓ Reading a *Reading* test to a student
- ✓ Answering questions about **test items** any time during the test, even without giving the answers
- ✓ Defining words for the student
- ✓ Using dictionaries that provide definitions
- ✓ Translating the entire test into student's native language
- ✓ Allowing the student to complete the IELA, IRI, DWA or DMA in a language other than English

**Accommodations Policy for Inclusion of Limited  
English Proficient (LEP) Students in the Idaho  
Standards Achievement Test (ISAT)**

**VI. Administration Directions for  
Accommodations Allowed for LEP  
Students**

## VI. Administration Directions for Accommodations Allowed for LEP Students

Each school must determine the accommodations for each individual student according to his/her needs.

# Accommodation 1: Provide Audio

1.1 Audio Version In English

1.2 Oral/Audio Recorded Test Directions\* in Native Language

\*Only for overall test directions, not the entire test

## Accommodation 2: Provide Oral Clarification

- 2.2 Clarify/explain test directions\* in native language
- Clarification of test directions\* already allowed in English, therefore not considered an accommodation

\*Only for overall test directions, not the entire test

## Accommodation 3: Provide Reference Materials

3.1 Provide District Approved English Word-to-Word dictionary

3.2 Provide District Approved Bilingual Word-to-Word dictionary

## Accommodation 4: Provide Written Clarification

- 4.2 Provide written test directions\* in native language
- Providing written test directions for students in English is already provided for all students so is not considered an accommodation
- \*Only for overall test directions, not the entire test

# Accommodation 5: Provide Extended Time

## 5.1 Reactivation of Assessment

**Accommodations Policy for Inclusion of Limited  
English Proficient (LEP) Students in the Idaho  
Standards Achievement Test (ISAT)**

**VII. Test Administration Practices  
Which May Be Offered to the LEP  
Student**

## VII. Test Administration Practices Which May Be Offered to the LEP Student

**Test administration practices are not considered LEP accommodations (specific to LEP students' needs), but still must be listed in a student's ELP:**

- Administer test in a location with minimal distraction
- Administer test in small group
- Administer test individually
- Preferential seating
- Face student during test administration
- Multiple or frequent breaks
- Early administration of the assessment (i.e. in the morning)
- Prompt the student to stay focused on the test, move ahead, or read the entire item

# Accommodations Policy for Inclusion of Limited English Proficient (LEP) Students in the Idaho Standards Achievement Test (ISAT)

## **New:**

A form will be required to provide directions for the Test Administrator from the School LEP Accommodations Decision Making Team

# Appendix: Directions for the Test Administrator from the School LEP Accommodations Decision Making Team

## Student Form for Accommodations\*

- A and B must be filled out by the School LEP Team
  - A. Student Name
  - B. Accommodations Allowed by Decision Making Committee
- C and D must be filled out by the Test Administrator/Proctor
  - C. Accommodations that are Provided During Assessment
  - D. Test Administrator Comments
- The form will be returned to the school's test coordinator
- The test coordinator will ensure that a copy of the form is placed in the students file for auditing

\* A district can use their own form or template, but it must be similar in scope

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