



English Learner Assessment Supports & Resources

ELPA Webinar Series 2022-2023: Meeting Five
October 13, 2022



Supports For Special Populations – English Learners

Agenda



- English Learner Participation in State Assessments
 - Idaho Alternate Assessment Participation Criteria
- ACCESS for ELLs
- Idaho Standards Achievement Test (ISAT)
 - Universal Tools, Designated Supports, and Accommodations
- Open Discussion



English Learner Participation in State Assessments

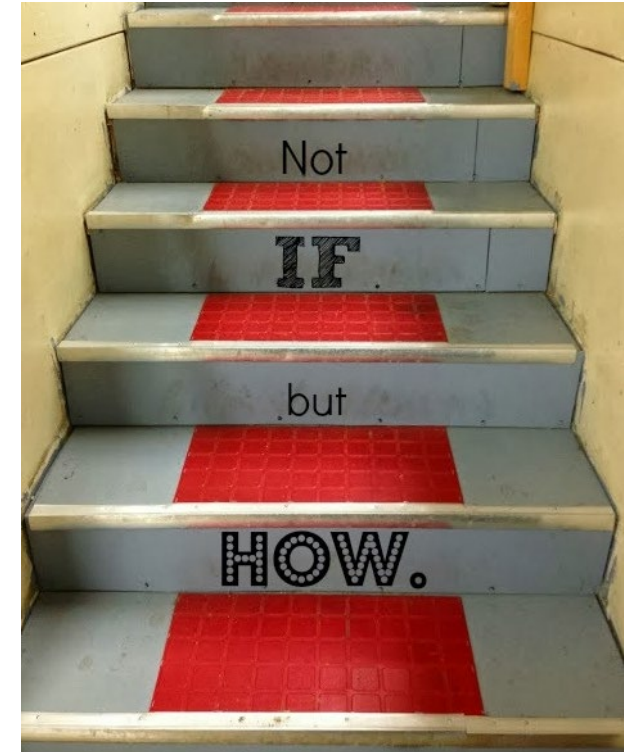
It's not a matter of if, but how.

EL Participation in State Assessments Not If, But How?



All English learners participate in State assessments

- ESEA Section 1111(b)(2)(G) – Assessments of English Language Proficiency
- IDAPA 08.02.03.111. – Assessment In The Public Schools
 - IDAPA 08.02.03.111.04 – Comprehensive Assessment Program
 - Idaho English Language Assessment (ACCESS for ELLs)
 - Kindergarten – Grade 12

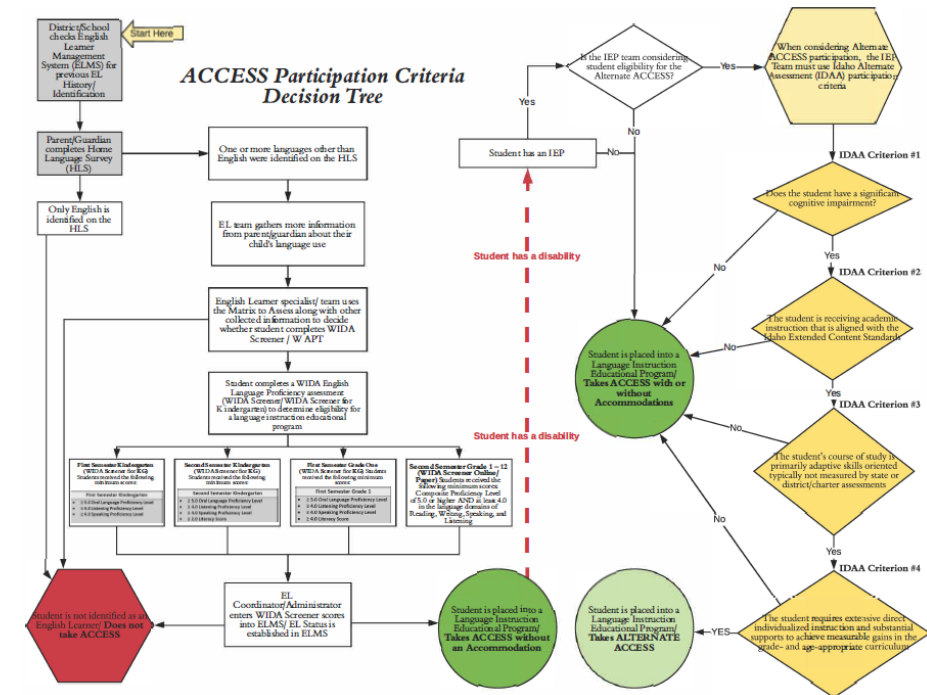


EL Participation in State Assessments

Three Option for Participation



1. ELs take State assessments **without** accommodations
2. ELs take State assessments **with** accommodations
3. ELs qualify for alternate assessment
 - Student meets the Idaho Alternate Assessment Participation Criteria





Idaho Alternate Assessment Participation Criteria

Does a child qualify to participate in Alternate ACCESS for ELLs



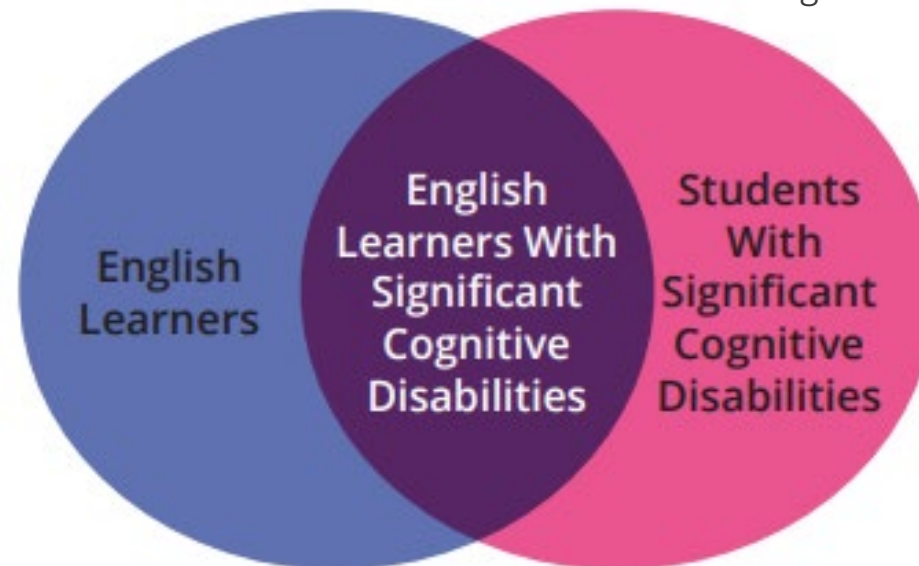
Alternate English Language Assessment Project ELs with Significant Cognitive Impairments



“individuals who have one or more disabilities that significantly limit their intellectual functioning and adaptive behavior as documented in their Individualized Education Programs, and who are progressing toward English language proficiency in speaking, reading, writing, and understanding”

(Christensen, Gholson, & Shyyan, 2018)

Alternate English Language Assessment Project (ALTELLA)



Idaho Alternate Assessment Participation Criteria

Significant Cognitive Impairment Defined



“A designation given to a small number of students with disabilities for the purposes of their participation in Alternate Assessments. Having a significant cognitive impairment is not solely determined by an IQ test score, nor based on a specific disability category, but rather a complete understanding of the complex needs of a student. Students with significant cognitive impairments have a disability or multiple disabilities that significantly impact their adaptive skills and intellectual functioning. These students have adaptive skills well below average in two or more skill areas and intellectual functioning well below average (typically associated with an IQ below 55).”

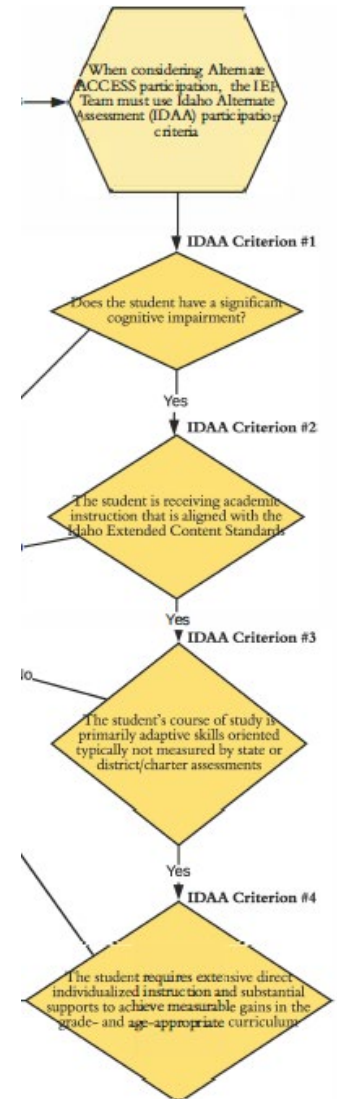
([2018 Idaho SPED Manual](#), p. xxxiii)

Idaho Alternate Assessment Participation Criteria

Participation Considerations



- IEP team decision
 - Includes input from EL team members
- Student meets **ALL** 4 IDAA participation criteria
- Application of IDAA participation criteria for ELs in grades 1 and 2
- **ONLY** students with the most significant cognitive impairments
- Alternate assessment is all or nothing
 - Including Alternate ACCESS for ELLs



Idaho Alternate Assessment Participation Criteria



- To participate in Alternate ACCESS English learners must meet all four [IDAA Participation Criteria](#)
 1. The student has a significant cognitive impairment.
 2. The student is receiving academic instruction that is aligned with the Idaho Extended Content Standards.
 3. The student's course of study is primarily adaptive skills oriented typically not measured by state or district assessments.
 4. The student requires extensive, direct, individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.
- Guidance for IEP teams considering a child for IDAA participation
 - [Idaho Alternate Assessment Participation Worksheet](#)

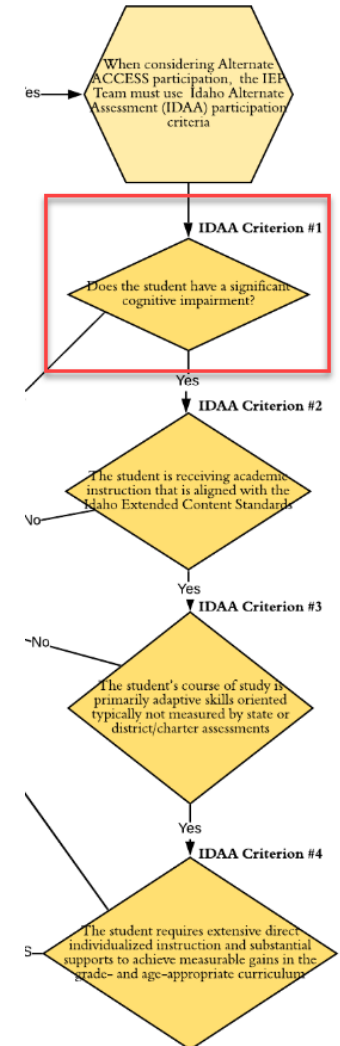
Idaho Alternate Assessment Participation Criteria

Criterion #1



The student has a **significant cognitive impairment**.

- Significant impact on adaptive skills & intellectual functioning
- Adaptive skills well below average in 2 + areas
- Intellectual functioning is well below average (IQ typically below 55)



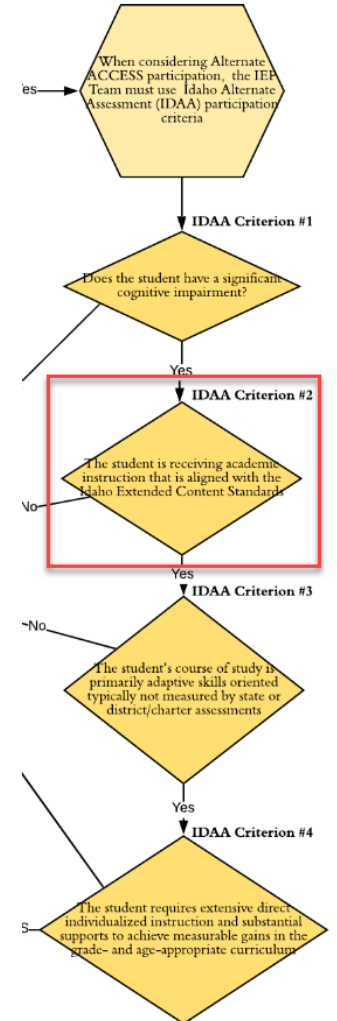
Idaho Alternate Assessment Participation Criteria

Criterion #2



The student is receiving academic instruction that is aligned with the **Idaho Extended Content Standards**.

- a. The student's instruction and IEP goals/objectives/benchmarks address knowledge and skills that are appropriate and challenging for the student



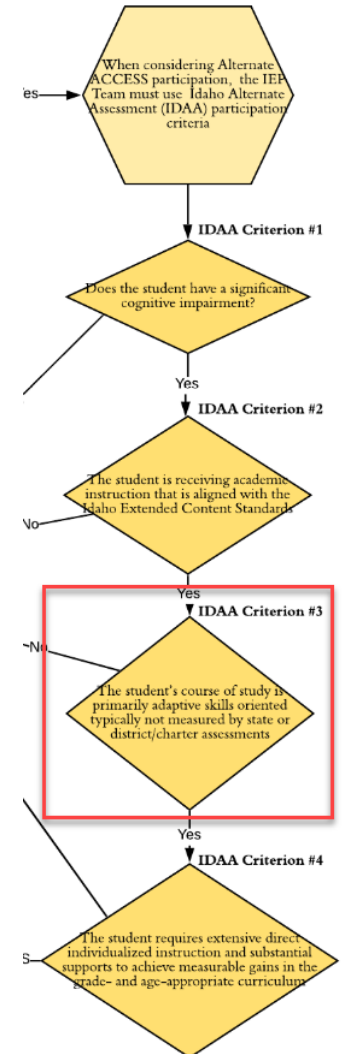
Idaho Alternate Assessment Participation Criteria

Criterion #3



The student's course of study is **primarily adaptive skills oriented** typically not measured by state or district assessments.

- a. Adaptive skills are **essential to living independently and functioning safely in daily life**, and include, but are not limited to motor skills, socialization, communication, personal care, self-direction, functional academics, and personal health and safety.



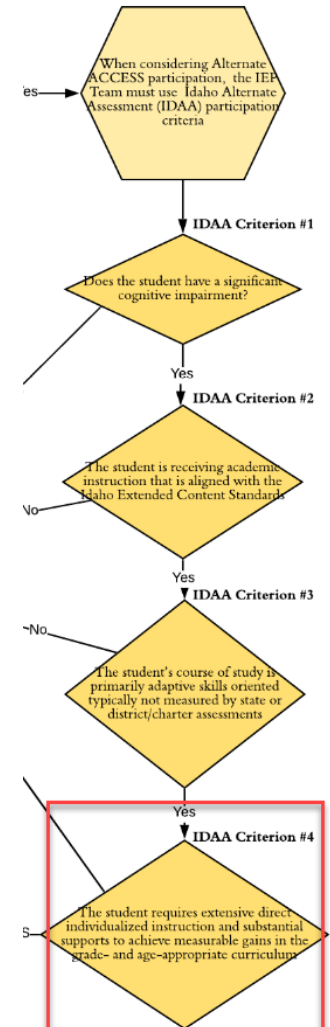
Idaho Alternate Assessment Participation Criteria

Criterion #4



The student requires **extensive, direct, individualized instruction** and **substantial supports** to achieve measurable gains in the grade- and age-appropriate curriculum.

- The student consistently requires individualized instruction in **core academic and adaptive skills** at a **substantially lower level relative to other peers with disabilities**
- It is **extremely difficult** for the student to **acquire, maintain, generalize, and apply** academic and adaptive skills in **multiple settings**, across all content areas, **even with high-quality, extensive/intensive, pervasive, frequent, and individualized instruction**
- The student requires **pervasive supports, substantially adapted materials, and individualized methods** of accessing information in **alternative ways** to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings



Idaho Alternate Assessment Participation Criteria Resources



- To participate English learners must meet all four [IDAA Participation Criteria](#)
- Guidance for IEP teams considering a child for IDAA participation
 - [Idaho Alternate Assessment Participation Worksheet](#)



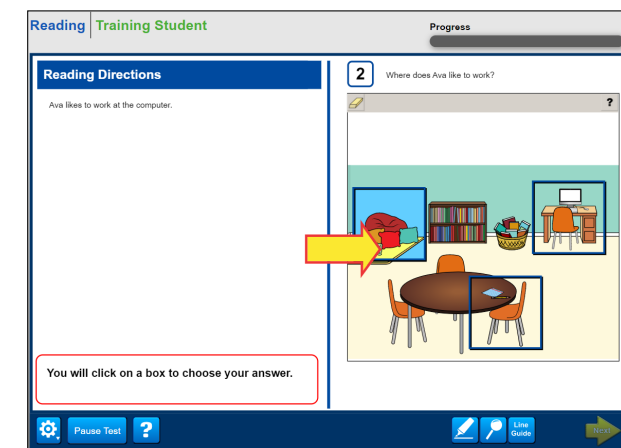
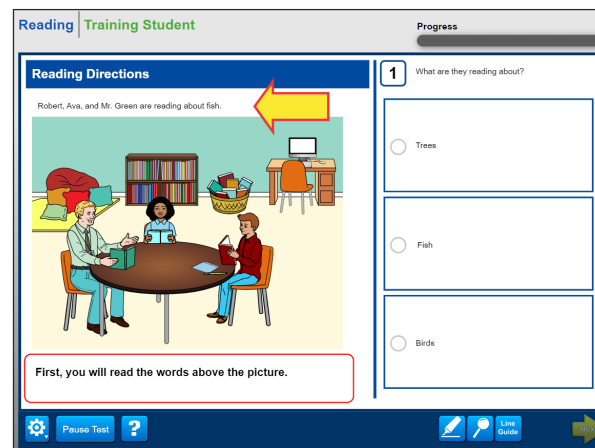
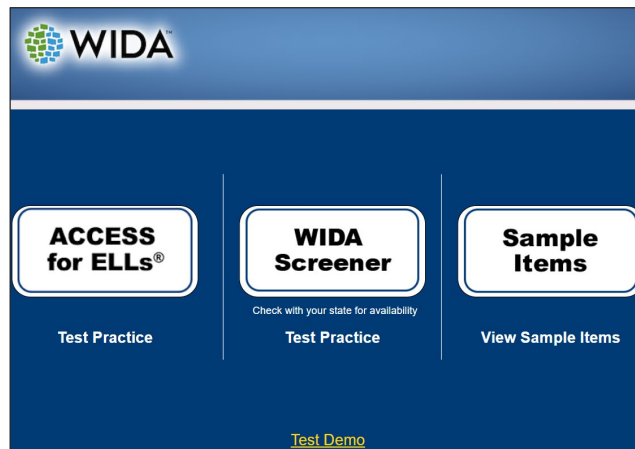
Idaho English Language Proficiency Assessment (ACCESS for ELLs)

Accessibility & Accommodations Overview

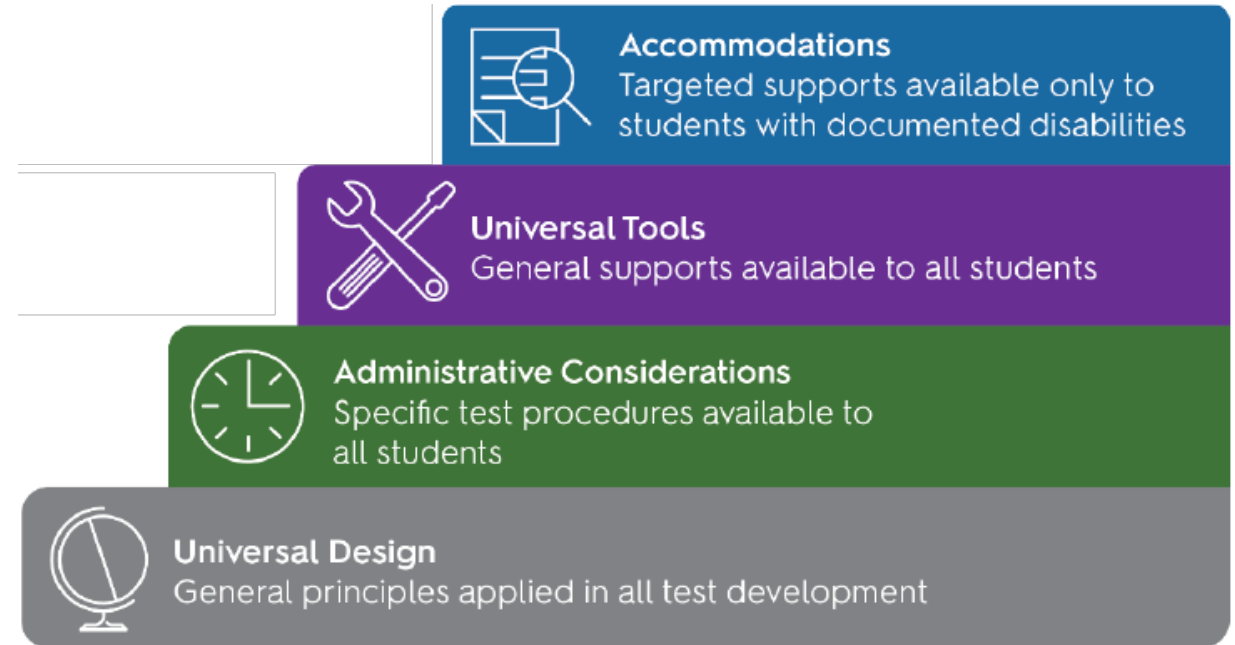
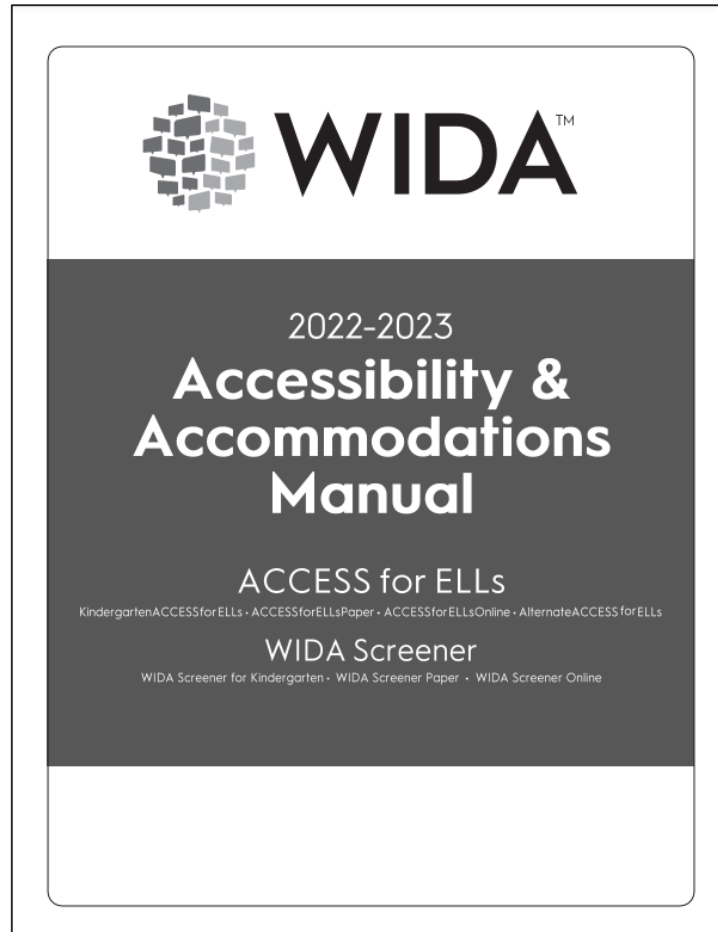
ACCESS for ELLs Practice Test / Test Demo / Sample Items



- Increase familiarity with ACCESS for ELLs Online
 - Test design
 - Item types
 - Universal tools
- Connect test item types to classroom activities



ACCESS for ELLs Accessibility & Accommodations Overview

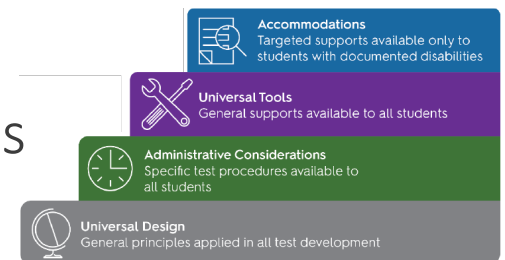


ACCESS for ELLs

Accessibility & Accommodations Overview



- Universal Design
 - Content presented in multiple modalities, supportive graphics, embedded scaffolding, model responses
- Administrative Considerations
 - Individualized administration procedures providing optimal testing conditions
 - Available to all participants with a pre-defined need
- Universal Tools
 - Tools can reinforce a student's ability to demonstrate their language skills
- Accommodations
 - Accommodations are changes to test materials or testing procedures
 - Only available to students who have an IEP or 504 Plan



ACCESS for ELLs

Available Administrative Considerations Overview



- Test Timing and Scheduling
 - Supervised Breaks
 - Short Segments
 - Extended Testing Time (school day)
- Test Environment
 - Adaptive and Specialized Equipment or Furniture
 - Alternative Microphone
 - Familiar Test Administrator
 - Individual or Small Group Setting
 - Specific Seating
- Test Content Presentation
 - Test Format (Paper / Online)
 - Redirection
 - Encouragement
 - Read Aloud to Self
- Test Item Responses
 - Monitor Placement of Responses

*Accommodations are present during regular instruction



Administrative Considerations
Specific test procedures available to
all students

ACCESS for ELLs

Available Universal Tools Overview



- Audio Aids
 - Amplification devices
 - Noise buffers
 - White noise machines
- Color Adjustments
 - Transparent color overlays
 - Color contrast
- Highlighters
 - Colored pencils
 - Crayons
- Keyboard Navigation
- Line Guide or Tracking Tool
 - Note cards
 - Bookmarks
 - Sentence highlighter strips
- Low-vision Aids or Magnification Devices
- Scratch Paper and Sticky Notes
 - *considered secure test material



ACCESS for ELLs

Available Accommodations Overview



- In-person human reader (IR)
- Repeat in-person human reader (RP)
- Extended Speaking (ES) test response time
- Extended testing of a test domain over multiple days (EM)
- Interpreter signs test directions in ASL (SD)
- Large Print (LP)
- Manual control of Item audio (MC)
- Repeat Item Audio (RA)
- Scribe (SR)
- Student responds using a recording device, which is played back and transcribed by the student (RD)
- Test administered in a non-school setting (NS)
- Word processor or similar keyboarding device to respond to test items (WD)
- Braille (BR)

*Accommodations are present in an IEP or 504 plan and are present during regular instruction

Accommodations: ACCESS for ELLs Online WIDA

Completed by: _____ Date: _____

Student: _____ Student ID: _____

District/School: _____ Grade: _____

Team Members: _____

Accommodation	Current	Future	Not Applicable	Not Used
Braille (BR) Only available for grades 1-12				
Extended Speaking test response time (ES) Pre-select in WIDA AIMS				
Extended testing of a test domain over multiple days (EM) Provide written request and evidence of need to state education agency				
In-Person Human Reader (IR) Read from test, graphics labels, and answer choices exactly as they appear				
Repeat In-Person Human Reader (RP) Read from test, graphics labels, and answer choices exactly as they appear and repeat until student responds				
Interpreter signs test directions in ASL (SD) Sign administration instructions, test directions, and practice items. Do not sign accepted items				
Large Print (LP) Order materials in advance				
Manual control of item audio (MC) Pre-select in WIDA AIMS				
Repeat item audio (RA) Pre-select in WIDA AIMS				
Student (SR) or Scribe (SR) records student responses during testing				
Student responds using a recording device, which is played back and transcribed by the student (RD) Clear device after transcription				
Test may be administered in a non-school setting (NS) Provide written request and evidence of need to state education agency				
Word processor or similar keyboarding device to respond to test items (WD) Clear device after verbatim transcription				

Accommodations: Kindergarten ACCESS for ELLs WIDA

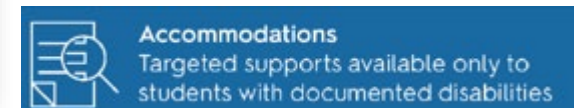
Completed by: _____ Date: _____

Student: _____ Student ID: _____

District/School: _____ Grade: _____

Team Members: _____

Accommodation	Current	Future	Not Applicable	Not Used
Braille (BR) Only available for grades 1-12				
Extended Speaking test response time (ES) Included in test design				
Extended testing of a test domain over multiple days (EM) Provide written request and evidence of need to state education agency				
In-Person Human Reader (IR) Included in test design				
Repeat In-Person Human Reader (RP) Included in test design				
Interpreter signs test directions in ASL (SD) Sign administration instructions, test directions, and practice items. Do not sign accepted items				
Large Print (LP) Order materials in advance				
Manual control of item audio (MC) Included in test design				
Repeat item audio (RA) Included in test design				
Student (SR) or Scribe (SR) records student responses during testing				
Student responds using a recording device, which is played back and transcribed by the student (RD) Clear device after transcription				
Test may be administered in a non-school setting (NS) Provide written request and evidence of need to state education agency				
Word processor or similar keyboarding device to respond to test items (WD) Clear device after verbatim transcription				



ACCESS for ELLs

Domain-Specific Testing Exemptions



- State and federal laws require all ELLs to participate in annual ELP assessment.
 - No disability exempts a student from this requirement.
 - When all appropriate accommodations have been offered and the student's disability remains a barrier to assessing a particular language domain, the student may be exempted from that individual domain test.
- District Test Coordinators contact the [ELPA Coordinator](#) to request domain-specific testing exemptions
 - Example: Student who is Deaf or Hard of Hearing may not be able to meaningfully participate in the Listening and Speaking section.
 - Requires a forced submission of ACCESS for ELLs Online listening and speaking sections

Alternate ACCESS for ELLs Field Test Overview – Administration Logistics



- Test incidents (interruptions, improprieties, irregularities, or test security violations) must be logged within the SDE's Test Incident Log
 - Reference the [Assessment Integrity Guide](#) for definitions of the different test incident types and the process to address each
 - The Test Incident Log may be accessed via the [ELPA webpage](#) or by logging into the [ISEE web application](#)





Idaho Standards Achievement Test

EL Designated Supports & Accommodations Overview

Idaho Standards Achievement Test

Recently Arrived EL – ISAT ELA Exemption



- ISAT Designated Supports or Accommodations must be recorded in a child's Educational Learning Plan

- IDAPA Rule 08.02.03.111.04(c)

c. Limited English Proficient (LEP) students, as defined in Subsection 112.05.g.iv., may receive designated supports or accommodations, or both, for the ISAT assessment if need has been indicated by the LEP student's Educational Learning Plan (ELP) team. The team shall outline the designated supports or accommodations, or both, in an ELP prior to the assessment administration. Designated supports or accommodations, or both, shall be familiar to the student during previous instruction and for other assessments. LEP students who are enrolled in their first year of school in the United States may take Idaho's English language assessment in lieu of the English language ISAT, but will still be required to take the ISAT (Mathematics and Science). Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.05.e. However, such LEP students are not required to be counted for accountability purposes as described in Subsection 112.05.i.

(3-15-22)

- English Learner Management System
 - Designated supports
 - Accommodations

Idaho Standards Achievement Test

Recently Arrived EL – ISAT ELA Exemption



- Recently Arrived ELs – ISAT ELA Exemption
 - ESEA sections 1111(b)(3)(A)
 - ELs who have been enrolled in schools in the U.S. or the District of Columbia for less than 12 cumulative months is considered a recently arrived EL.
 - IDAPA Rule 08.02.03.111.04(c)

c. **Limited English Proficient (LEP) students**, as defined in Subsection 112.05.g.iv., may receive designated supports or accommodations, or both, for the ISAT assessment if need has been indicated by the LEP student's Educational Learning Plan (ELP) team. The team shall outline the designated supports or accommodations, or both, in an ELP prior to the assessment administration. Designated supports or accommodations, or both, shall be familiar to the student during previous instruction and for other assessments. **LEP students who are enrolled in their first year of school in the United States may take Idaho's English language assessment in lieu of the English language ISAT, but will still be required to take the ISAT (Mathematics and Science).** Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.05.e. However, such LEP students are not required to be counted for accountability purposes as described in Subsection 112.05.i.

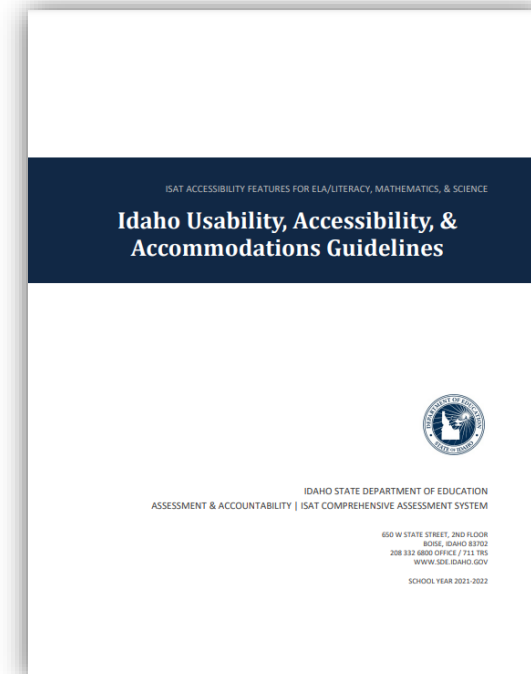
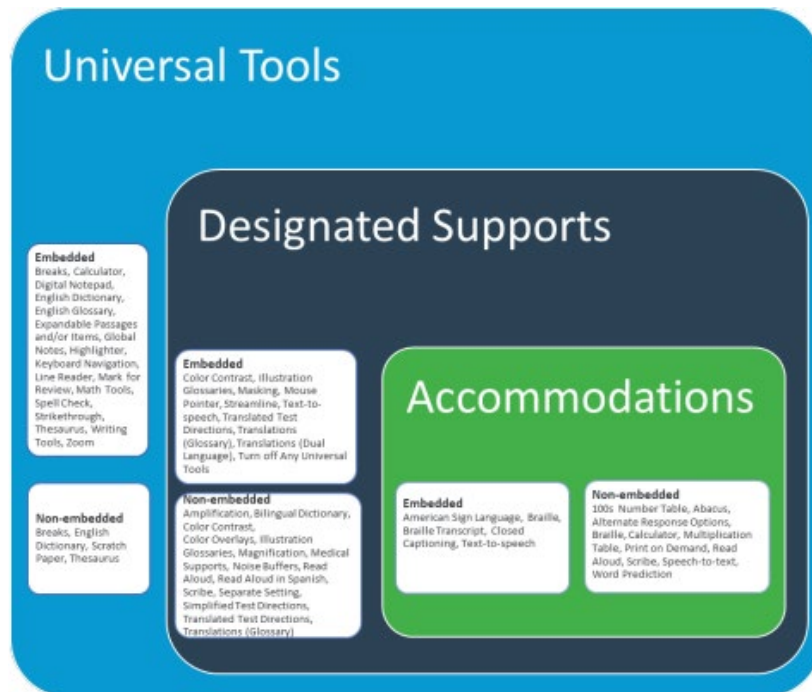
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Idaho Standards Achievement Test



• Idaho Usability, Accessibility, & Accommodations Guidelines

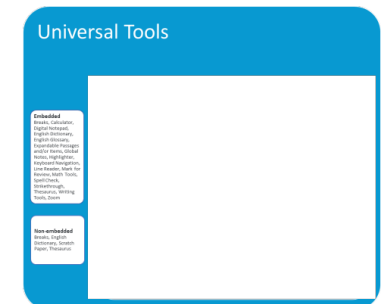
- https://idaho.portal.cambiumast.com/-/media/project/client-portals/idaho/pdf/2022/uaag_sy22-23.pdf



Idaho Standards Achievement Test Universal Tools



- Universal tools are available to all students based on student preference and selection
- Universal Tools – Embedded
 - English Dictionary*
 - English Glossary
 - Thesaurus*
- Universal Tools – Non-Embedded
 - English Dictionary*
 - Scratch Paper
 - Thesaurus*



*Available on ELA PT only

Idaho Standards Achievement Test



- Designated supports are accessibility features available for use by any student for whom the need has been indicated by an educator or team of educators with parent/guardian and student.
- Designated supports need to be identified prior to assessment administration. Embedded and non-embedded supports must be entered into TIDE. Any non-embedded designated supports must be arranged for prior to testing and provided during testing by staff at the local level. Unless otherwise noted or described, designated supports are available for ELA/Literacy, mathematics and science assessments.
- Designated supports all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the Idaho Usability, Accessibility & Accommodations Guidelines
- It is recommended that a consistent process be used to determine these supports for individual students. All educators making these decisions should be trained on the process and should be made aware of the range of designated supports available
- Complete list of Designated Supports are found within the [UAAG](#) (pp. 14-24)



Idaho Standards Achievement Test Designated Supports



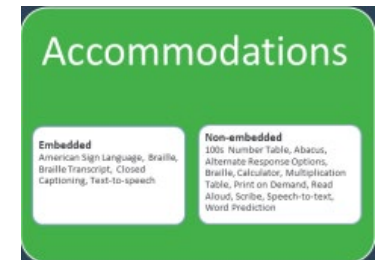
- **Designated Supports - Embedded**
 - Illustration Glossaries
 - Translated Test Directions
 - Math and science items
 - Translation Glossary
 - Math items
 - Language/Presentation
 - Math and science items
- **Designated Supports – Non-Embedded**
 - Bilingual dictionary
 - ELA PT
 - Illustration Glossaries
 - Noise Buffers
 - Read Aloud
 - Read Aloud in Spanish
 - Math and science
 - Translated Test Directions
 - Translations
 - Math and science items



Idaho Standards Achievement Test



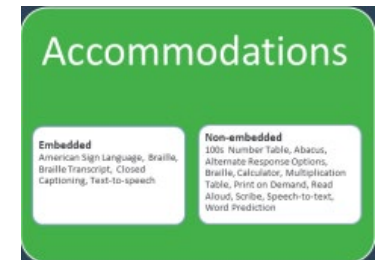
- Accommodations are changes in procedures or materials that increase equitable access during the Idaho Standards Achievement Tests.
- Determination of which accommodations an individual student will have available for the assessment is necessary because these accommodations must be made available before the assessment, either by entering information into the test registration tool, for embedded accommodations, or by ensuring that the materials or setting are available for the assessment for non-embedded accommodations
- Accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *Guidelines*. They allow students to show what they know and can do
- The Idaho SDE identified digitally embedded and non-embedded accommodations for students for whom there is documentation of the need for the accommodations on an **Individualized Education Program (IEP) or 504 Plan**.
- One exception to the IEP or 504 requirements is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of the support)
- Complete list of Designated Supports are found within the [UAAG](#) (pp. 24-32)



Idaho Standards Achievement Test Accommodations



- Embedded
 - American Sign Language
 - Braille
 - Braille Transcript
 - Closed Captioning
 - Speech-to-Text
 - Text-to-Speech
- Non-Embedded
 - 100s Number Table
 - Abacus
 - Alternate Response Options
 - Braille
 - Calculator
 - Multiplication Table
 - Print on Demand
 - Read Aloud
 - Scribe
 - Speech-to-Text
 - Word Predication



Next Monthly Meeting



ACCESS for ELLs: Initial Materials Order and WIDA AMS Pre-ID File

Thursday November 3, 2022

12:00PM – 1:00PM MT

<https://idahosde.zoom.us/meeting/register/tJAlcOqsrjwsHt0AlgyVdENOmz-kTAHBGn4p>



ACCESS for ELLs: Initial Materials Order and WIDA AMS Pre-ID File

Thu Nov 3rd 12:00pm - 1:00pm (MDT)

The webinar reviews specific steps the district takes prior to the SDE's submission of the WIDA AMS Pre-ID File & Initial Materials Order to the Data Recognition Corporation. The webinar provides deta ...



Open Discussion



Open Discussion



Unmute yourself or write your questions/comments
within the chat



Thank you!

Andrew Bennett | English Language Proficiency Assessment Coordinator

State Department of Education

650 W State Street, Boise, ID 83702

208.332.6909

abennett@sde.idaho.gov

<https://www.sde.idaho.gov/assessment/elpa/>

www.sde.idaho.gov



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