Supports For Special Populations

English Learners

Supports For Special Populations - EL Agenda

- English Learner Participation in State Assessments
- ACCESS for ELLs
- Idaho Standards Achievement Test (ISAT)
- Idaho Reading Indicator (IRI)
- SAT/PSAT
- Open Discussion

English Learner Participation in State Assessments

It is not a matter of if, but how.

EL Participation in State Assessments Not If, But How?

All English learners participate in State assessments

- IDAPA 08.02.03.111. – Assessment In The Public Schools
    - Idaho Reading Indicator
    - Idaho English Language Assessment (ACCESS for ELLs)
    - Idaho Standards Achievement Test
        - ELA, Math, Science
        - Idaho Alternate Assessment
    - National Assessment of Educational Progress
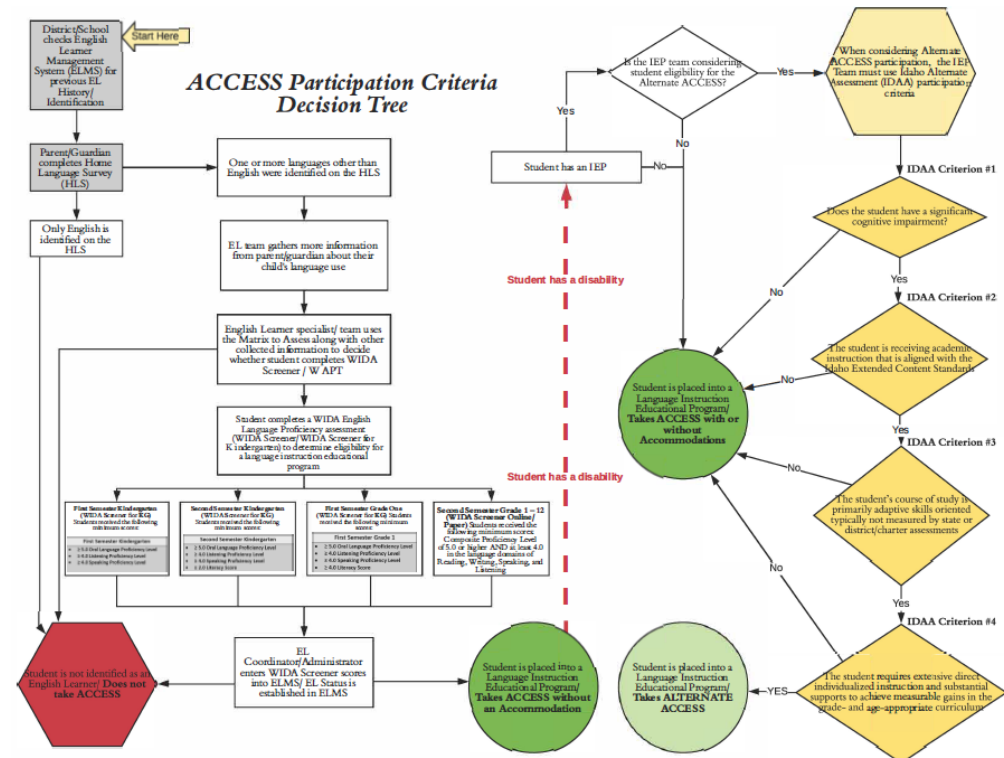- ESSA Section 1111[b][2][G] – Assessments of English Language Proficiency
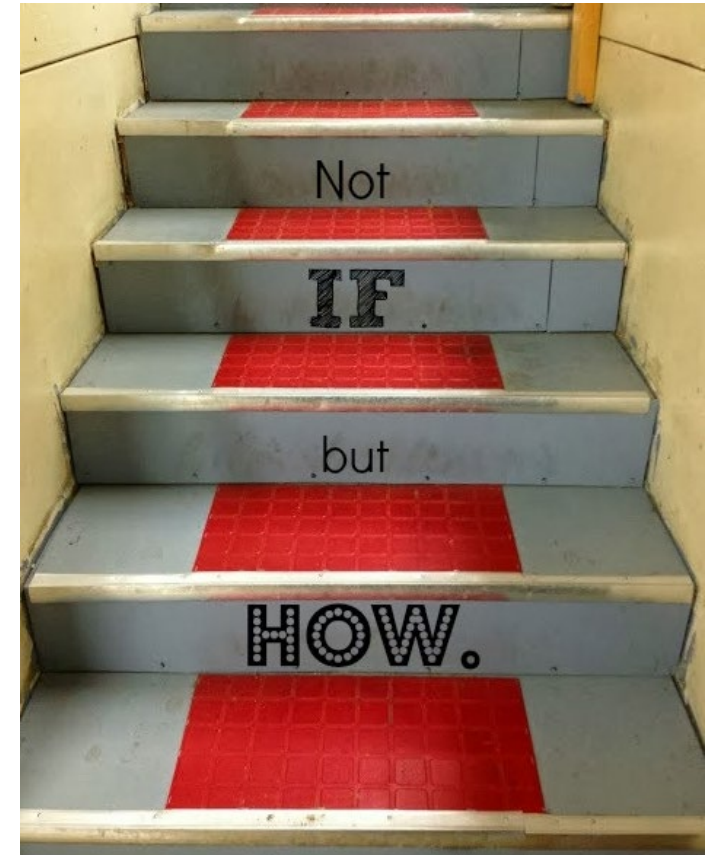
1. ELs take State assessments **without** accommodations

2. ELs take State assessments **with** accommodations

3. ELs may qualify for alternate assessment (Alternate ACCESS / IDAA)

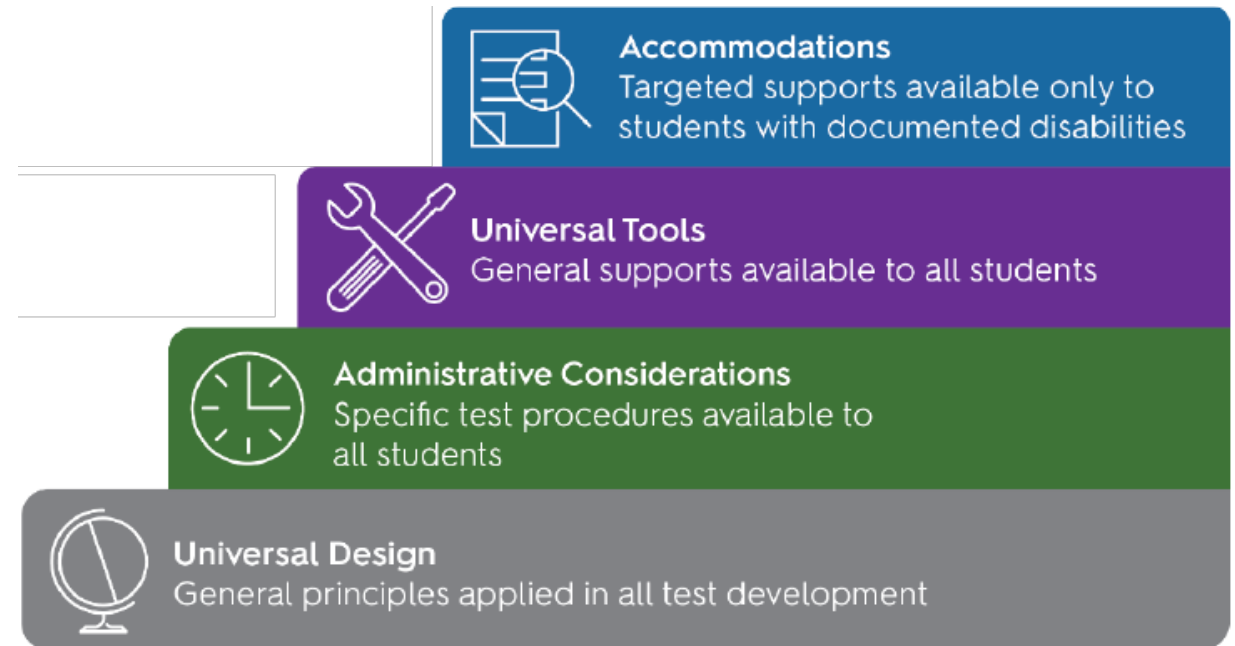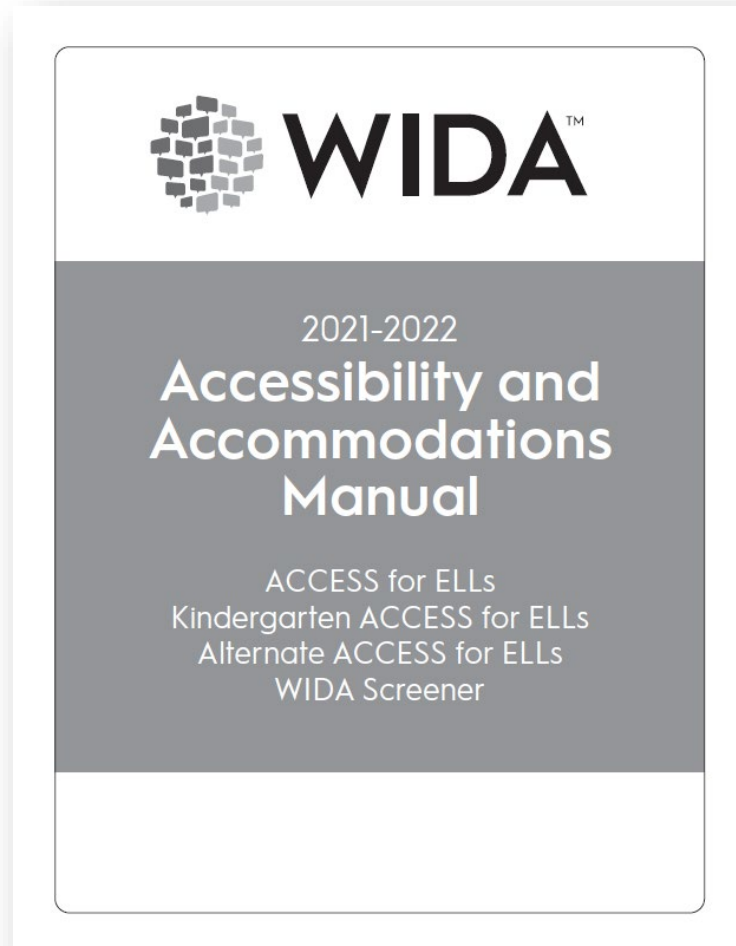   - Student meets the Idaho Alternate Assessment Participation Criteria

Idaho English Language Proficiency Assessment (ACCESS for ELLs)

Accessibility & Accommodations Overview

WIDA

2021-2022
Accessibility and Accommodations Manual

ACCESS for ELLs
Kindergarten ACCESS for ELLs
Alternate ACCESS for ELLs
WIDA Screener

Accommodations
Targeted supports available only to students with documented disabilities

Universal Tools
General supports available to all students

Administrative Considerations
Specific test procedures available to all students

Universal Design
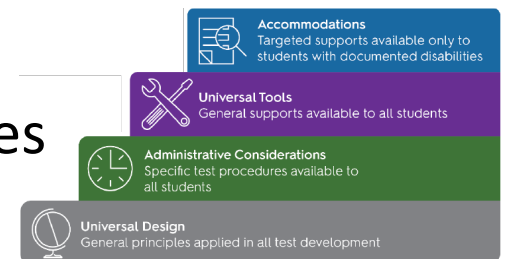General principles applied in all test development

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

Accommodations
Targeted supports available only to students with documented disabilities

Universal Tools
General supports available to all students

Administrative Considerations
Specific test procedures available to all students

Universal Design
General principles applied in all test development

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 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

ACCESS for ELLs Accessibility & Accommodations Updates

- **Extended test time within the school day** (ET) is now an administrative consideration and not an accommodation.

- **The Human Reader for items (HI)** and **Human Reader for response options (HR)** accommodations are now consolidated as the new **In-person human reader (IR)** accommodation.

- **The Human Reader for repeat of items (RI)** and **Human Reader for repeat of response options (RR)** accommodations are now consolidated as the new **Repeat in-person human reader (RP)** accommodation.

- ACCESS for ELLs test materials for grades 6–12 are now available in UEB Technical, in addition to UEB with Nemeth Code, in both contracted and uncontracted braille.

- 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)

*Accommodations are present during regular instruction

- 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)
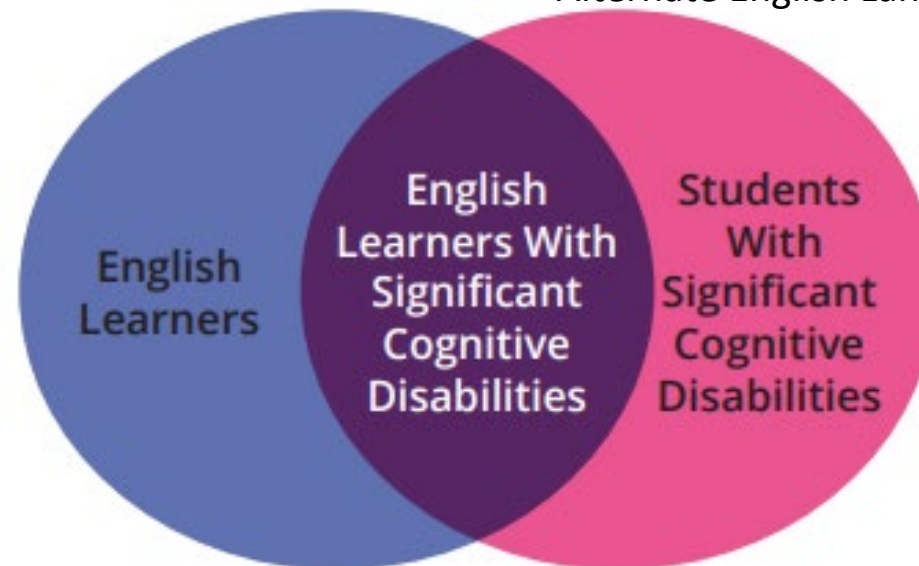
Alternate ACCESS for ELLs

"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)

English Learners

English Learners With Significant Cognitive Disabilities

Students With Significant Cognitive Disabilities

Dr. Karren Streagle

- Alternate Assessment / Low incidence Disabilities / Medicaid Coordinator
- Special Education Department
- kstreagle@sde.idaho.gov / (208) 332-6824

- 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
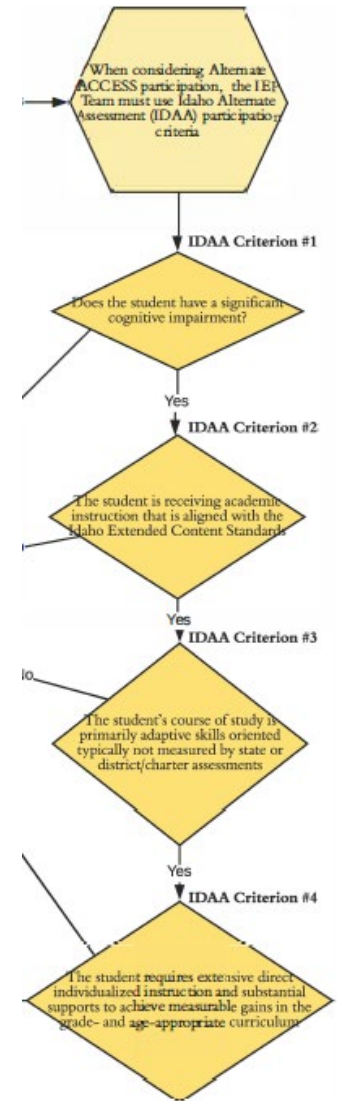
Significant Cognitive Impairment Defined

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).
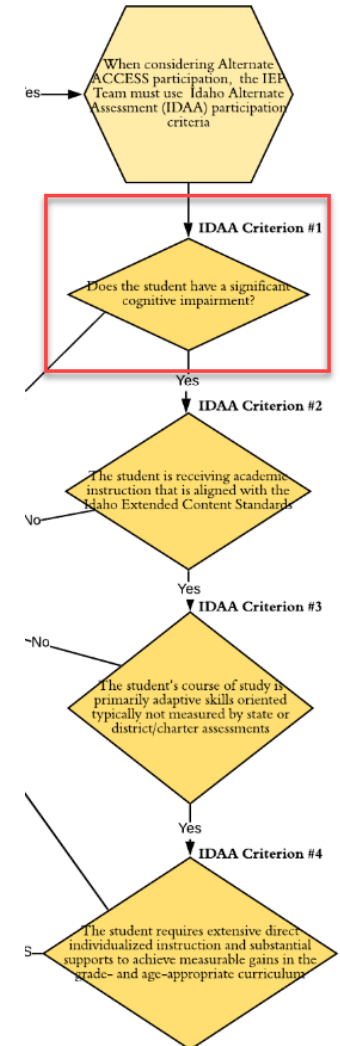
(2018 Idaho SPED Manual, p. xxxiii)

The student has a significant cognitive impairment.

- Significant impact on adaptive skills & intellectual functioning

- Adaptive skills well below average in 2 + areas

- Intellectual functioning well be average (IQ typically below 55)

NO
- Student does not qualify for Alternate Assessment form.

Yes
- Proceed to 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.
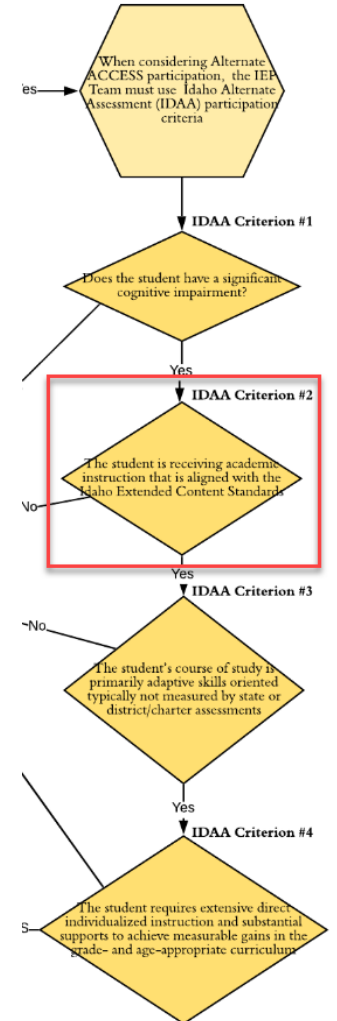
NO

- Student does not qualify for Alternate Assessment form

Yes

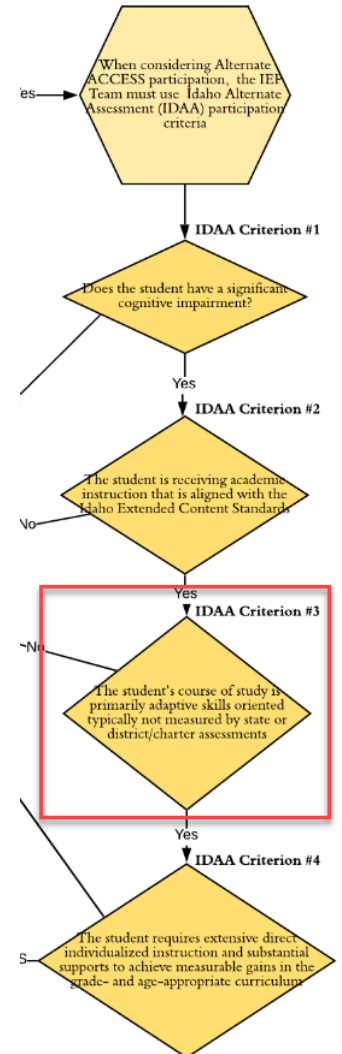- Proceed to criterion #3

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.

NO
- Student does not qualify for Alternate Assessment form

Yes
- Proceed to criterion #4

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

a. The student consistently requires individualized instruction in core academic and adaptive skills at a substantially lower level relative to other peers with disabilities.

b. 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.

c. 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.
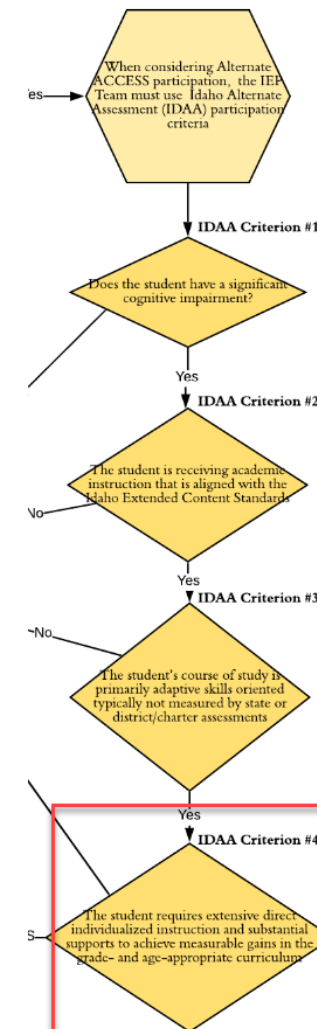
NO • Student does not qualify for Alternate Assessment Form

Yes • Student qualifies for Alternate Assessment Form

Idaho Standards Achievement Test (ISAT)

EL Designated Supports & Accommodations Overview

• ISAT ELA One-Time Exemption

- 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 (ESEA sections 1111(b)(3)(A)).

IDAHO ADMINISTRATIVE CODE
State Board of Education

IDAPA 08.02.03
**Rules Governing Thoroughness**

    a.   All students who are eligible for special education shall participate in the statewide assessment program.   (7-1-21)T

    b.   Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment.   (7-1-21)T

    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.
    (7-1-21)T

Idaho Standards Achievement Test

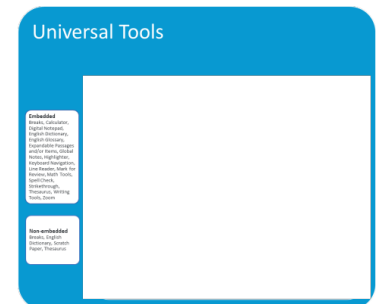- Idaho Usability, Accessibility, & Accommodations Guidelines
  - https://idaho.portal.cambiumast.com/-/media/project/client-portals/idaho/pdf/2021/uaag_sy21-22.pdf
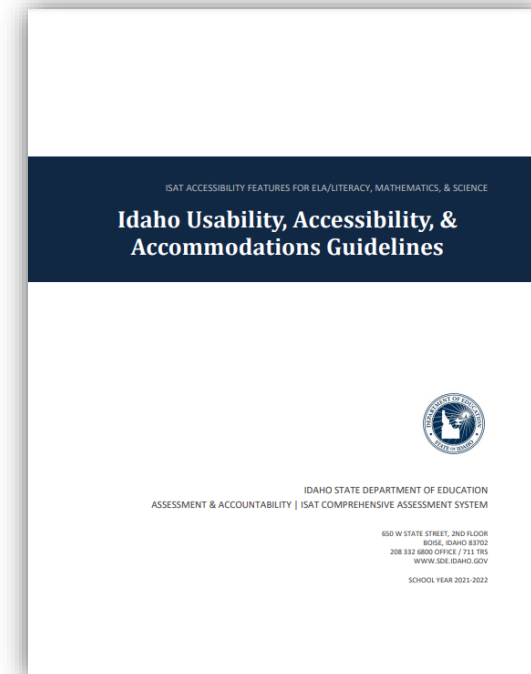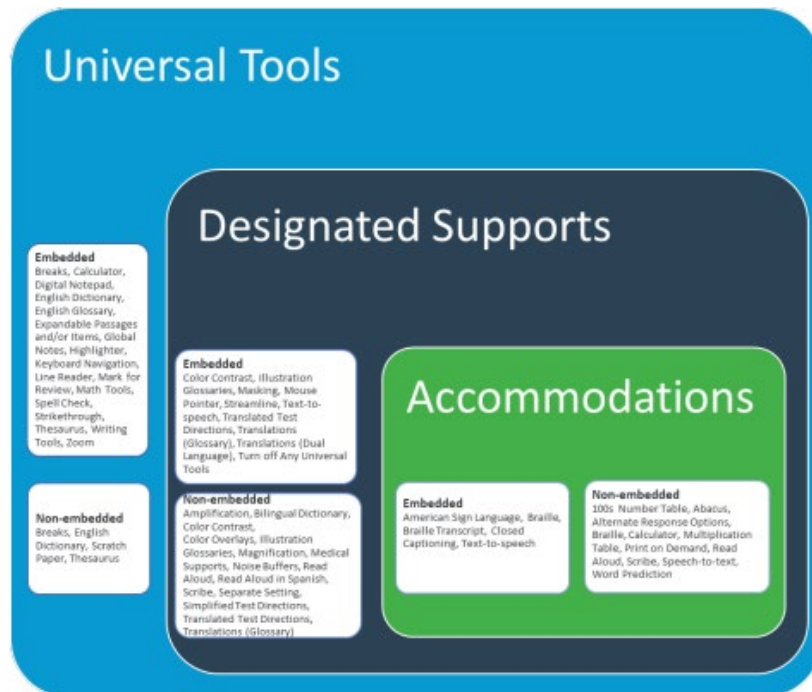
Idaho Standards Achievement Test Universal Tools

- 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

- Designated Supports - Embedded
  - Illustration Glossaries
  - Text-to-Speech
    - Math and science stimuli and items & ELA items
  - 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

- 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
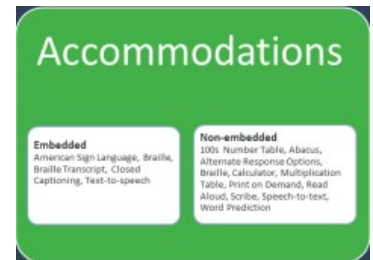
Idaho Alternate Assessment

Students may qualify to take the Idaho Alternate Assessment (IDAA)

Only about 1% of all students in Idaho will take the IDAA

Idaho Reading Indicator

EL Accessibility & Accommodations Overview

Idaho Reading Indicator
Universal Tools & Designated Supports

- Idaho Reading Indicator (IRI) Test Administration Manual
  - https://www.sde.idaho.gov/assessment/iri/files/iri/general/Idaho-Test-Administration-Manual.pdf

- Universal Tools - Embedded
  - Teacher Modeling
    - See Appendix B
  - Student Modeling
  - Pause
  - Volume
  - Spoken Audio

- Universal Tools – Non-Embedded
  - Grouping

- Designated Supports – Embedded
  - Pause
  - Spanish Directions
  - Amplification
  - Magnification

- Designated Supports – Non- Embedded
  - Multiple Test Sessions
  - Separate Setting
  - Scratch Paper
  - Color Overlay
  - Student Read Aloud

- College Board Testing Supports for English Learners
  - https://collegereadiness.collegeboard.org/educators/k-12/english-learner-supports
- Supports are submitted via the online Services for Students with Disabilities (SSD) and require prior approval
  - Translated Test Directions (SSD submission not required)
    - Available in 13 languages
      - Spanish, Albanian, Arabic, Bengali, Gujarati, Portuguese, Polish, Chinese, Haitian-Creole, Hindi, Russian, Urdu, and Vietnamese
  - Word-to-Word Glossaries
    - Must be from the College Board's approval list
    - https://collegereadiness.collegeboard.org/pdf/sat-suite-college-board-approved-dictionaries.pdf
  - 50% Extended Time
    - 50% extended time is added to each test section

Next Monthly Meeting

Preparing the District Pre-ID File

Wed Nov 3rd 12:00pm – 1:00pm (MDT)

Join Andrew Bennett, the English Language Development Coordinator, for monthly webinars which focus on providing timely assessment information, updates and resources to successfully navigate the imple ...

Open Discussion

Open Discussion

- Unmute yourself or write your questions/comments/concerns in the chat

Thank you!

Andrew Bennett | English Language Proficiency Assessment Coordinator

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

www.sde.idaho.gov