

Limited English Proficient Students:

**Guidelines for Participation in the
Virginia Assessment Program**

Virginia Department of Education
Updated December 5, 2013

**Limited English Proficient Students:
Guidelines for Participation in the Virginia Assessment Program**

This document provides information about the participation of Limited English Proficient (LEP) students in the Virginia Assessment Program. Included in this document are the definition of an LEP student, the procedures for determining the LEP student's participation in the Virginia Assessment Program and how the student will be assessed, procedures for providing testing accommodations, and guidelines for assessing LEP students with disabilities.

I. Definition of Limited English Proficient (LEP) Student

According to the federal definition as described in Public Law 107-110, the *Elementary and Secondary Education Act of 1965* (ESEA), also known as the *No Child Left Behind Act of 2001* (NCLB), an LEP student in the Commonwealth of Virginia is classified as:

A student

- A. who is aged 3 through 21;
- B. who is enrolled or preparing to enroll in an elementary school or secondary school;
- C. i) who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant;

OR

- ii)(I) who is a Native American or Alaska Native, or a native resident of outlying areas; and
- (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;

OR

- iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

AND

- D. whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual-
 - i) the ability to meet the State's proficient level of achievement on the State assessments described in section 1111(b)(3) of the ESEA;
 - ii) the ability to achieve successfully in the classrooms where the language of instruction is English; or
 - iii) the opportunity to participate fully in society.

[Title IX, Part A, Sec. 901, (25)]

II. Determining the LEP Student's Participation in the Virginia Assessment Program

Section 1111(3)(C)(v) of the ESEA requires that LEP students participate in state content assessments. The ESEA also states in Section 1111(3)(C)(v) (ix)(III) that LEP students "shall be assessed in a valid and reliable manner and provided reasonable accommodations on assessments" to yield accurate data on what such students know and can do in academic content areas until such students have achieved English language proficiency. Therefore, as

with all students enrolled in Virginia public schools, all LEP students participate in the Virginia Assessment Program.

An LEP Committee should be formed to determine how the LEP student will participate in the Virginia Assessment Program and which, if any, testing accommodations are appropriate. The LEP Committee should determine each LEP student’s participation in each statewide assessment individually based on data collected from the student’s educational record.

Members of the LEP Committee may include:

- a person responsible for the education of LEP students in the school or school division;
- the LEP student’s content teacher(s);
- an administrator or designee (e.g. guidance counselor or reading specialist); and
- the LEP student’s parent or guardian (if possible).

The LEP Committee should specify each LEP student’s participation in the Virginia Assessment Program for each content area using one of the following options:

- ✓ SOL test with no accommodations
- ✓ SOL test with accommodations (listing specific accommodations)
- ✓ Plain English versions of the grades 3 through 8 *Mathematics* and *Algebra I* tests (refer to Table 1 for eligibility criteria)
- ✓ Virginia Grade Level Alternative (VGLA) *Reading* assessment (refer to Table 1 for eligibility criteria)
- ✓ Exemption from testing where permitted with an explanation for the exemption (refer to Table 2 for available exemptions)

Table 1. Plain English Mathematics Test and VGLA Reading Assessment Eligibility¹

Grade Cluster	ACCESS for ELLs Overall Score (Composite) ²	Plain English Mathematics Grades 3-8 and Algebra I Tests	VGLA Reading Assessment ³
3-5	1.0 through 3.5	Yes	Yes
6-8	1.0 through 3.3	Yes	Yes
9-12	1.0 through 3.5	<i>Algebra I</i> only	No

¹LEP students may participate in the *Plain English Mathematics* tests and/or the *VGLA Reading* assessment for no more than three consecutive years if they continue to meet the requirements described in Table 1.

²Eligibility is based on Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs[®]) scores; however, the WIDA ACCESS Placement Test (W-APT) or the WIDA MODEL score may be used for LEP students without ACCESS for ELLs scores. Information about WIDA assessments is available at <http://www.wida.us>.

³Information about the VGLA assessment is available at http://www.doe.virginia.gov/testing/alternative_assessments/vgla_va_grade_level_alt/index.shtml.

Exemptions must be documented in the student’s LEP Student Assessment Participation Plan and conveyed to the LEP student’s parent or guardian. Table 2 provides an overview of the exemptions from SOL assessments available to LEP students.

Table 2. Overview of Exemptions from SOL Assessments Available to LEP Students

Content Area	Available Exemptions on SOL Assessments
Reading	LEP students who have attended school in the United States for less than 12 months may receive a one-time exemption for the SOL <i>Reading</i> test in grades 3 through 8. This guideline also applies to students arriving from Puerto Rico. No exemption is available for the End-of-Course <i>Reading</i> test.
Mathematics	LEP students may NOT be exempted from the SOL <i>Mathematics</i> tests.
Science	Under the requirements of the ESEA, all students, including LEP students, are required to participate in <i>Science</i> tests once at the elementary school level, once at the middle school level, and once at the high school level. LEP students in Virginia may be exempted from the grade 3 SOL <i>Science</i> test but must take the grade 5 SOL <i>Science</i> test. No other exemptions for the SOL <i>Science</i> tests are available to LEP students.
History/Social Science and Writing	Under the <i>Regulations Establishing Standards for Accrediting Public Schools in Virginia</i> , 8 VAC 20-131-30.G, LEP students in grades 3 through 8 may exercise a one-time exemption from the SOL <i>History and Social Science</i> test and from the SOL <i>Writing</i> test (grade 5 or 8 only). No other exemptions for the SOL <i>History and Social Science</i> and <i>Writing</i> tests are available to LEP students.

III. Determining How an LEP Student Will Be Assessed

Decisions about how an LEP student will be tested should be made for each content area assessed by the SOL tests. Consideration should be given to the LEP student’s level of English proficiency, the level of previous schooling in the home language, and the amount of schooling the LEP student has received in the United States.

When determining how the LEP student is to be tested in each assessed content area, the LEP Committee should consider the following questions:

1. Is this the LEP student’s first year of enrollment in a United States school (applicable for the *Reading* and *Mathematics* tests)?
 - If “NO,” go to question 2.
 - If “YES,” should the LEP student be exempted from the grades 3 through 8 *Reading* test, recognizing that this student is in the first year of enrollment in a United States school?
 - If “YES,” should the LEP student take the *Plain English Mathematics* test (available for grades 3 through 8 and *Algebra I*), recognizing that the LEP student is in the first year of enrollment in a United States school?

2. Based on the LEP student's ACCESS for ELLs Overall Score (Composite), is the LEP student eligible to take the *Plain English Mathematics* test and/or the VGLA *Reading* assessment?
 - If "YES," the LEP student may take the *Plain English Mathematics* test (available for grades 3 through 8 and *Algebra I*) in lieu of the regular SOL *Mathematics* test.
 - If "YES," the LEP student may participate in the VGLA *Reading* assessment (available for grades 3 through 8) in lieu of the regular SOL *Reading* test.
 - If "NO," the LEP student will take the SOL *Reading* and *Mathematics* tests.
3. Does the LEP student typically receive accommodations during instruction or during classroom assessments in the content area covered by the SOL assessment?
 - If "YES," the LEP Committee should review Section IV Providing Appropriate Testing Accommodations to LEP Students.
 - If "NO," the LEP student should take the SOL assessment without accommodations.
4. Is the LEP student eligible for exemption from testing?
 - If "YES," the LEP student may be exempted from the following SOL tests:
 - i. one time for *Reading* during the first year of enrollment in a United States school in grades 3 through 8 only;
 - ii. one time for *Science* during grade 3 only;
 - iii. one time for *History and Social Science* during grades 3 through 8; or
 - iv. one time for *Writing* during grade 5 or 8.
 - If "NO," the LEP student will take the SOL assessments.

Refer to Table 2 for more information on exemptions from SOL assessments available to LEP students.

If an LEP student is also identified as having a disability under the *Individuals with Disabilities Education Improvement Act of 2004* (IDEIA), P.L. 105-17, or is identified as an "otherwise qualified handicapped" student under Section 504 of the *Rehabilitation Act of 1973*, determinations about the student's participation must be made by the Individualized Education Program (IEP) Team or 504 Committee in collaboration with the LEP Committee and documented in the student's IEP or 504 Plan. Detailed information is available in *Procedures for Participation of Students with Disabilities in Virginia's Accountability System*, located at <http://www.doe.virginia.gov/testing/participation/index.shtml>.

See Section V of this document for additional information on students dually identified as Limited English Proficient and with a disability.

IV. Providing Appropriate Testing Accommodations to LEP Students

Accommodations involve changes to testing procedures, testing materials, or the testing situation in order to allow students meaningful participation in an assessment. However, accommodations must not alter the test content being measured.

Accommodations for LEP students are designed to address unique linguistic needs during the normal process of English language acquisition. When appropriately assigned, accommodations offer LEP students the opportunity to demonstrate knowledge in a subject, regardless of their English language proficiency level, therefore providing schools and

divisions a more accurate picture of the LEP student’s content area achievement. Accommodations must not provide an unfair advantage over students not provided with accommodations.

Accommodations for the SOL assessments should be selected from those used routinely during classroom instruction and classroom assessment. However, some accommodations used in classroom instruction and during classroom assessments may not be available or appropriate for the SOL assessments. Furthermore, use of an unfamiliar accommodation during testing may negatively impact the student’s performance. The LEP Committee should determine the appropriate accommodations for each SOL assessment for each LEP student.

1. Determine the LEP Student’s Level of English Language Proficiency

In Virginia, to determine an LEP student’s English language proficiency level, refer to the student’s Overall Score (Composite) on the ACCESS for ELLs score report. Table 3 provides an overview of the ACCESS for ELLs Overall Score (Composite) Ranges and the Virginia English Language Proficiency Levels. Students at Virginia English Language Proficiency Levels 1 through 5 are considered limited English proficient and may be eligible for accommodations. Students at Virginia English Language Proficiency level 6 are considered “Formerly LEP” and are not eligible for testing accommodations available to LEP students on SOL assessments. However, a Formerly LEP student with a disability may receive accommodations based upon his/her current IEP or 504 Plan.

Table 3. Overview of ACCESS for ELLs Overall Score (Composite) Ranges and Virginia English Language Proficiency Levels

ACCESS for ELLs Overall Score (Composite) Ranges	Virginia English Language Proficiency Levels
Composite Score of 1.0 through 1.9	Level 1
Composite Score of 2.0 through 2.9	Level 2
Composite Score of 3.0 through 3.9	Level 3
Composite Score of 4.0 through 4.9	Level 4
Composite Score of 5.0 through 6.0 and Literacy Score less than 5.0	Level 5
Composite Score of 5.0 or above <i>and</i> Literacy Score of 5.0 or above <i>and</i> Tested on Tier C	Level 6 (Formerly LEP)

2. Select Testing Accommodations

While all LEP testing accommodations are available to all LEP students as deemed appropriate, certain testing accommodations may be more appropriate for students at particular English language proficiency levels and for certain SOL assessments as determined by the LEP Committee. Appendix A summarizes LEP testing accommodations that are matched to **recommended** ACCESS for ELLs Overall Scores (Composites).

A. Accommodations Available to LEP Students

Testing accommodations for the SOL assessments available to LEP students fall into two categories: 1) direct linguistic and 2) indirect linguistic accommodations.

1. **Direct linguistic accommodations** involve adjustments to the language of the test. Refer to Appendix B for detailed information on direct linguistic accommodations. The following direct linguistic accommodations are available to LEP students on the SOL assessments:
 - Read-aloud or audio (except on the *Reading* test)
 - Bilingual dictionary
 - English dictionary
 - Dictation in English to scribe (*Writing*, short-paper component only)
 - *Plain English Mathematics* (grades 3 through 8 and *Algebra I*)
2. **Indirect linguistic accommodations** involve adjustments to the conditions under which LEP students take the test. Refer to Appendix C for detailed information on indirect linguistic accommodations. The following indirect linguistic accommodations are available to LEP students:
 - Flexible schedule
 - Visual Aids
 - Mark in test booklet or respond verbally

B. Considering Student Characteristics When Selecting Testing Accommodations

It is recommended that the LEP Committee develop a plan for each LEP student to facilitate his/her access to grade-level instruction and state assessments. This plan should be developed using a *team* approach, rather than by one educator at the school. Additionally, accommodation determinations should be based on the evidence collected from the LEP student's educational record, such as:

- demographic information, including grade, age, number of years in U.S., prior schooling;
- standardized testing scores, including ACCESS for ELLs test scores and other academic testing achievement;
- current academic achievement, including general education achievement and comments from general education teachers; and
- English Language Proficiency Level as reported on the ACCESS for ELLs score report.

A sample LEP Student Profile form to assist school staff in gathering this information is provided in Appendix D. The scenarios in the following examples describe information the LEP Committee could include in the LEP Student Profile.

Example 1

Pablo has recently arrived from El Salvador and is in the first year of enrollment in a United States school. According to his school records, he possesses grade level literacy skills in his native language, Spanish, and attended school regularly from age 5. He is 11 years old and is placed in 5th grade. He earned an Overall Composite Proficiency Level score of 1.4 on the WIDA MODEL screening assessment; therefore, he is classified as a beginning English learner. His teachers report that he is struggling to learn content in English because of his proficiency level. The LEP Committee should consider Pablo's literacy skills in both Spanish and English as well as his academic

achievement in his native country to determine appropriate accommodations for him, such as a bilingual dictionary, read-aloud or audio, the *Plain English Mathematics* test, and a flexible schedule that includes breaks within one school day for testing. As a recently arrived student, Pablo is eligible to take the one-time exemption from the SOL *Reading* assessment. Additionally, he is also eligible to take the one-time exemption from the *History/Social Sciences* assessment available to LEP students in grades 3 through 8, and *Writing* assessment available to LEP students in grades 5 or 8.

Example 2

Min is in 10th grade. Upon enrollment in 7th grade, she was administered the W-APT screening assessment and earned a grade adjusted Composite Proficiency Level score of 1.8. In 7th and 8th grades she was eligible to take the plain English *Mathematics* SOL tests and the VGLA *Reading* assessment. In 9th grade she scored an Overall Score (Composite) of 3.8 and a Literacy Score of 3.0 on Tier B of the ACCESS for ELLs test. She attended school in Korea and has been enrolled in U.S. schools since seventh grade, and she has consistently earned passing scores on SOL assessments except writing. Her teachers report that although she is literate in Korean and has made steady progress learning English, her reading and writing levels in English are below her peers. She struggles with new vocabulary and complex sentence structures. The LEP Committee should consider Min's unique characteristics to determine appropriate accommodations for her, such as the bilingual dictionary and the read-aloud or audio accommodation when she encounters unfamiliar words or phrases. (Refer to Appendix B for the criteria regarding the read-aloud or audio accommodation on the reading test.)

Refer to Appendix D for completed example LEP Student Profile forms for the two students described previously.

C. Assigning Testing Accommodations to LEP Students

The following yes/no questions are provided to assist the LEP Committee in determining and assigning accommodations to LEP students on the SOL assessments. The questions should be asked for each accommodation considered for each SOL test.

- Is the accommodation recommended for the LEP student's ACCESS for ELLs Overall Score (Composite) (refer to Appendix A)?
- Is the accommodation recommended for the SOL test (refer to Appendix A)?
- Has the LEP student used the accommodation during both classroom instruction and classroom assessment?
- Has the LEP student benefited from the use of the accommodation?

If the response to all questions is "yes," the accommodation is most likely appropriate for the LEP student to use on the SOL assessments. The accommodation should be considered for the LEP student on the SOL assessments.

If the response to any question is "no," the LEP Committee should carefully consider whether the accommodation is appropriate for the LEP student on an SOL assessment.

D. Documentation of Determinations

Determinations about how an LEP student will participate in the SOL assessments must be documented in writing and maintained in the LEP student's educational record. If the LEP student's parent or legal guardian is not a member of the LEP Committee making the decision about the student's participation in the SOL assessments, the parent or legal guardian should be notified in writing of the LEP Committee's decision prior to test administration. If a decision to exempt the LEP student from testing is determined, the parent or legal guardian must be notified in writing accompanied by the reasons for and ramifications of such an exemption. A sample LEP Student Assessment Participation Plan form is provided in Appendix E.

E. Implementing Testing Accommodations

Prior to the SOL testing session, the test examiner should become familiar with the LEP student's special test accommodation(s). It is the School Test Coordinator's responsibility to ensure that all test examiners are properly trained on administering special test accommodations.

V. Students Dually Identified as Limited English Proficient and with a Disability

LEP students who are also students with disabilities are frequently referred to as "dually identified." All students, including dually identified students, are expected to participate in statewide academic assessments. Students may participate in alternate and/or alternative assessments if eligibility requirements are met.

IEP/504 teams and LEP committees must work *collaboratively* to determine the assessment participation for dually identified students following these guidelines:

- The IEP/504 team and LEP committee jointly determine the statewide assessment participation based on the dually identified student's disability and LEP status.
- The IEP/504 team and LEP committee jointly determine special test accommodations based on the student's disability and LEP status.
- Statewide assessment participation and special test accommodations must be documented in the student's IEP/504 Management Plan and LEP Student Assessment Participation Plan.

The following questions and answers are provided for clarification:

Q1. Is the dually identified student eligible for LEP test accommodations?

Yes. LEP test accommodations are available to the dually identified student based on the student's LEP status as documented in the student's LEP Student Assessment Participation Plan.

Q2. Is the dually identified student eligible for the same special test accommodations as students with disabilities?

Yes. Special test accommodations are available to the dually identified student based on the student's disability as documented in the student's IEP/504 Management Plan. For example, a dually identified student who is eligible for the VGLA *Reading* assessment based on his/her LEP status may also be eligible for the read-aloud or audio accommodation based on his/her disability status.

Q3. Are LEP test exemptions available to the dually identified student?

Yes. LEP test exemptions are available to dually identified students. LEP test exemptions resulting from the student's LEP status must be documented in the student's IEP/504 Management Plan and the LEP Student Assessment Participation Plan.

Appendix A

Direct and Indirect Linguistic SOL Test Accommodations for LEP Students

Content Area						Code	Accommodation and Description	ACCESS for ELLs Overall Scores (Composites)				
								1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 4.9	5.0 to 5.9
Direct Linguistic Accommodations (refer to Appendix B for details)												
H	M		S	W	10	Read-Aloud Test • Tests are read (in English only) to the student. Must be recorded or proctored.	●	●	●	✓	✓	
H	M		S	W	11	Audio Test • A pre-recorded (in English only) version of the test items.	●	●	●	✓	✓	
		R			14	Read-Aloud Reading Test • <i>Reading</i> test is read (in English only) to the student. Must be recorded or proctored.	○	○	○	○	○	
		R			15	Audio Reading Test • A pre-recorded (in English only) version of the <i>Reading</i> test items.	○	○	○	○	○	
H	M	R	S	W	17	Bilingual Dictionary • LEP students may use a bilingual dictionary.	●	●	●	●	●	
				W	25	Dictation to a Scribe • Dictation (in English only) to a scribe (SP component only). Must be recorded or proctored. Requires transcription.	●	●	●	✓	✓	
H	M	R	S	W MC	29	English Dictionary • Non-Writing Tests: LEP students may use a general English dictionary. • Writing Tests: ▪ 2010 SOL- allowed on SP component only for Grades 5, 8, and EOC. ▪ 2002 SOL-allowed on both components for EOC.	The English dictionary is not permitted on the MC/TEI component of the <i>Writing</i> (2010 SOL) test.					
				W SP								✓
	M				A	Plain English Mathematics Test • Grades 3-8 <i>Mathematics</i> and <i>Algebra I</i> only.	○	○	○			
Indirect Linguistic Accommodations (refer to Appendix C for details)												
H	M	R	S	W	1	Flexible Schedule • Testing with breaks requires the test to be completed within one school day; • Multiple test sessions that involve testing over more than one school day-requires a paper/pencil test. <u>Multiple test sessions are not permitted on the SP component of the <i>Writing</i> test.</u>	✓	✓	✓	✓	✓	
H	M	R	S	W	4	Visual Aids • Visual templates showing one word, sentence, line, or test item at a time (available with paper/pencil tests only).	✓	✓	✓	✓	✓	
H	M	R	S	W	18	Verbal Response • Student responds verbally, points, or marks in test booklet to indicate a response. May need to be recorded or proctored. Requires transcription.	✓	✓	✓	✓	✓	

Key

H	The accommodation is available for the <i>History/Social Studies</i> test.
M	The accommodation is available for the <i>Mathematics</i> test.
R	The accommodation is available for the <i>Reading</i> test.
S	The accommodation is available for the <i>Science</i> test.
W	The accommodation is available for the <i>Writing</i> test. (MC: multiple-choice/technology enhanced item (TEI) component. Note: Paper/pencil <i>Writing</i> tests do not include TEL. SP: short-paper component)
	This accommodation is <u>not</u> available for the content area.
●	These accommodations are <u>recommended</u> for LEP students if they possess the literacy skills necessary to use the accommodations.
✓	These accommodations are <u>available</u> as specified in the LEP Student Assessment Participation Plan.
○	Student <u>must meet eligibility criteria</u> to receive this accommodation. Refer to the LEP accommodations guidelines for the details regarding eligibility criteria.

Appendix B

Direct Linguistic Accommodations

The direct linguistic accommodations available to LEP students on SOL assessments are also described in Appendix B of the *Examiner's Manuals* located at:

http://www.doe.virginia.gov/testing/test_administration/index.shtml

Read-Aloud Test (accommodation code 10) or Audio Test (accommodation code 11)

LEP students who require the read-aloud or audio accommodation must be identified prior to the assessment. When reading the test(s) aloud, the Examiner must be careful not to lead the student to the correct answer by intonation or to repeat any part of the test which is not specifically requested by the student. In particular, care must be taken to describe graphics without leading the student to the correct response. The Examiner should be familiar with how to read test items to students. Examiners may use the Pearson Training Center practice tests in audio format and audio Practice Tests to hear how tests should be read aloud and to practice reading items. Test items must be read in English. For more detailed information, refer to the *Virginia Standards of Learning Assessments Guidelines for Administering the Read-Aloud Accommodation* at:

http://www.doe.virginia.gov/testing/participation/guidelines_read_aloud.pdf

The read-aloud or audio accommodation is not available to LEP students for the SOL *Reading* test or on the VGLA *Reading* assessment unless the student also has an eligible disability and the accommodation is documented in the student's IEP or 504 Plan. See the *Procedures for Participation of Students with Disabilities in Virginia's Accountability System* located at:

http://www.doe.virginia.gov/testing/participation/participation_va_accountability_system.pdf

All read-aloud administrations must be recorded or proctored. If the session is recorded, the audio record of the entire testing session must be retained on file and secured in the office of the Division Director of Testing until scores are received and verified. If proctored, the Test Examiner and Proctor must verify in writing that the test administration was conducted according to standardized procedures. This written verification must be retained on file in the office of the Division Director of Testing until scores are received and verified. For detailed information regarding the requirements for recording test sessions refer to the *Guidelines for Recording a Test Session* in Appendix D of the *Examiner's Manuals* and Appendix B of the *Test Administration Manual* located at:

http://www.doe.virginia.gov/testing/test_administration/index.shtml

Read-Aloud (accommodation code 14) or Audio (accommodation code 15) on the EOC Reading Test for Retesters

Under certain circumstances an LEP student may receive the read-aloud accommodation (accommodation code 14) or the audio accommodation (accommodation code 15) on the EOC *Reading* test even though the student has not been determined as eligible by the school division according to the criteria required for the read-aloud/audio accommodation on the *Reading Assessment*. An LEP student must meet all of the following criteria:

- the student is retaking the EOC *Reading* test, having failed the previous attempt(s) without using the read-aloud or audio accommodation; and
- the student’s LEP Student Assessment Participation Plan lists the read-aloud or audio accommodation for other tests; and
- the student receives the read-aloud or audio accommodation in the classroom.

The read-aloud or audio accommodation on the EOC *Reading* test will be considered a non-standard accommodation (accommodation code B). In addition to marking the student’s test with accommodation codes 14 or 15 and B, the test must be marked as retest on the *Student Test Details* screen in PearsonAccess. The read-aloud session must be recorded or proctored by a second staff member. For more details about recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix D of the *Examiner’s Manuals* and Appendix B of the *Test Administration Manual* located at:

http://www.doe.virginia.gov/testing/test_administration/index.shtml

Bilingual Dictionary (accommodation code 17)

LEP students may use a bilingual dictionary on SOL tests following these guidelines:

- The bilingual dictionary must be a general, word-to-word bilingual dictionary.
- The bilingual dictionary must not be content specific or a specialized bilingual dictionary.
- The bilingual dictionary must be a paper dictionary. Electronic bilingual dictionaries or translators are not allowed.
- The bilingual dictionary may be either a school-owned or LEP student-owned.
- The bilingual dictionary should be familiar to the LEP student. SOL testing should not be the first time an LEP student uses a bilingual dictionary.
- The bilingual dictionary must not be altered with hand-written notes in the margins nor include additional materials, such as class notes.
- The bilingual dictionary may be used alone or with the English dictionary following the guidelines regarding the English dictionary listed below.

English Dictionary (accommodation code 29)

Because an English dictionary may provide definitions of subject specific vocabulary that LEP students are expected to know (e.g., median, simile) for the SOL tests, the use of this accommodation should be carefully considered. An English dictionary is likely to be most appropriate for LEP students who are still struggling to learn English (those at Virginia English Language Proficiency (ELP) Levels 1 through 3 (refer to Table 3 on page 5) and those who are not literate in their native languages. The English dictionary testing accommodation should be *cautiously* considered for LEP students at Virginia ELP Levels 4 and 5 (refer to Table 3 on page 5). LEP students may use an English dictionary on SOL tests following these guidelines:

- The English dictionary must be a general dictionary without a thesaurus section.
- The English dictionary must not be content specific or a specialized dictionary.
- The English dictionary must be a paper dictionary. An electronic dictionary is not allowed.
- The English dictionary may be either school-owned or LEP student-owned.
- The English dictionary should be familiar to the LEP student. SOL testing should not be the first time an LEP student uses the English dictionary.
- The English dictionary must not be altered with hand-written notes in the margins nor include additional materials, such as class notes.

- The English dictionary may be used alone or with the bilingual dictionary on non-writing SOL tests, the short-paper component of the SOL *Writing* test, and the multiple-choice component of the EOC 2002 *English: Writing* SOL test.
- The English dictionary is not permitted on the multiple-choice component of the Grades 5, 8, or EOC 2010 *Writing* SOL test.

Note: For any paper/pencil short-paper component of the *Writing* test (2002 and 2010 SOL), the English dictionary *is* available to all students and should not be designated as an accommodation.

Dictation to a Scribe (accommodation code 25)

Short-paper component of the Writing test only

The process of dictation to a scribe for the online writing test should be established before testing begins and should follow the process that is used in the classroom. This process should be specified in the student's LEP Student Assessment Participation Plan.

The scribe, who should have experience working with the student, must format, capitalize, and punctuate only as directed by the student. The student is not required to spell each word to the scribe. The scribe's transcription must be verified by a second school official to ensure that no errors in transcription occurred. The session between the student and scribe must be recorded and/or proctored. If recorded on audio, the recording must be given to the Division Director of Testing along with the transcription. If proctored, the Proctor must verify in writing that the test administration was conducted according to standardized procedures. This written verification shall be retained on file in the office of the Division Director of Testing until the scores are received and verified. The scribe's transcription and audio record shall be retained on file and secured in the office of the Division Director of Testing until the established appeal period is over. For more details about recording test sessions, refer to the *Guidelines for Recording a Test Session* in Appendix D of the *Examiner's Manuals* and Appendix B of the *Test Administration Manual* located at:

http://www.doe.virginia.gov/testing/test_administration/index.shtml

Dictation to a Scribe using the online format of the short paper component may be completed using one of the following processes:

- As the student dictates in English, the scribe will type directly into the response area of the student's short paper component in TestNav. The student will revise/edit within the response area of TestNav and submit the test when finished; or
- As the student dictates in English, the scribe will type directly into a word processor using a different computer. The student will revise/edit on the word processor or a printed copy. A final paper copy will be printed to be used for transcription into the response area of the student's short paper component in TestNav. The student will submit the test when finished; or
- As the student dictates in English, the scribe will hand write the student's response. The student will revise/edit on the paper copy. The response is then transcribed by typing into the response area of the student's short paper component in TestNav. The student will submit the test when finished.

Transcriptions into the response area of the student's short paper component of the *Writing* test in TestNav must be completed on the same school day the test was taken. Transcriptions to a paper/pencil answer document must be completed as soon as possible after the test. Remember that all materials

containing student responses to test items are designated as secure test materials and must be maintained in a secure location.

Note: The format used (paper/pencil or online) for the short-paper component of the *Writing* test must be the same format used for the multiple-choice component.

Plain English *Mathematics* Test (accommodation code A)

LEP students may be assessed in mathematics using the Plain English versions of the grades 3-8 *Mathematics* and *Algebra I* tests if they are enrolled in:

- grades 3-5 and have an ACCESS for ELLs Overall Score (Composite) within the range of 1.0-3.5;
- grades 6-8 and have an ACCESS for ELLs Overall Score (Composite) within the range of 1.0-3.3;
- grades 9-12 and have an ACCESS for ELLs Overall Score (Composite) within the range of 1.0-3.5 (*Algebra I* only); or
- grades 3-8 or *Algebra I* and have been enrolled in United States schools for less than 12 months, regardless of their English language proficiency level.

NOTE: LEP students may participate in the Plain English *Mathematics* testing for a window of no more than three consecutive years if they continue to meet the requirements described above.

Appendix C

Indirect Linguistic Accommodations

The indirect linguistic accommodations available to LEP students on SOL assessments are also described in Appendix B of the *Examiner's Manuals* located at:

http://www.doe.virginia.gov/testing/test_administration/index.shtml

Flexible Schedule (accommodation code 1)

The SOL tests are untimed, but ample time should be allotted for all students to complete the test prior to the end of the scheduled school day. Based on their English language proficiency and/or the language demands of the assessment, some LEP students may require breaks or multiple test sessions. Students who require breaks, but not multiple test sessions, must complete the test in one school day. This is available for either online or paper/pencil tests. The break(s) must be supervised. Test security must be maintained at all times during the break(s). The student must not be allowed to discuss the test in any way, must not have access to any educational materials or electronic devices during the break(s), and must not disrupt other students who are continuing to test.

Also for test security, the student's test materials must not be accessible or viewable by other students or by school personnel during the break(s). If the student is testing online, the student should either be *Exited* from the online test or, if the testing room will be securely maintained, the computer monitor could be turned off prior to the break(s) to maintain test security. If the student *Exits* the test, his/her test must be Resumed on the *Session Details* screen in PearsonAccess and the student must log back into TestNav using his/her Student Authorization ticket. If the computer monitor was turned off and the student did not *Exit*, the student must return to the same workstation and turn the monitor back on to continue testing.

Students who require multiple test sessions, when the test will be completed in two or more school days, must be administered a paper/pencil test. Care must be taken to ensure that the student is exposed only to those test items in the portion of the test that he/she is attempting that day. Previously completed items and items not yet accessed must be sealed to prevent accidental exposure to the student. The short-paper component of the *Writing* assessment must be completed in one school day and does not qualify for multiple test sessions; however, the student may be given breaks under secure conditions.

Visual Aids (accommodation code 4)

LEP students who require a paper/pencil test and who need to view one test item at a time may use a template with the paper/pencil test. Since online tests show only one test item at a time, this accommodation is not applicable for online tests.

Student Responds Verbally, Points, Indicates a Response, or Marks Test Booklet and Examiner/Proctor Transfers Responses to an Answer Document or Selects Student's Choice Online (accommodation code 18)

When these accommodations are provided, student responses must be transcribed to the regular answer document or the student's response is selected on the student's computer workstation by the Examiner. The regular answer document and the marked test booklet must be verified by a second school official to ensure that no errors in transcription occurred. The student's name should be clearly printed on the test booklet and the booklet returned with all other secure materials to Pearson. If a discrepancy is

discovered after the division has returned its secure materials to Pearson, notify assessment staff at the Virginia Department of Education.

If the student responds verbally, the session must be recorded and/or proctored. Students who are unable to respond to test items by marking a regular or enlarged copy of the answer document, by clicking the answer online, or by circling answers in their test booklet may have an Examiner/Proctor record their responses. An audio and video recording must be made of the exchange, or the session may be proctored by a second school staff member. The audio/video record shall be retained on file and secured in the office of the Division Director of Testing until the scores are received and verified. If the session is proctored, the Proctor must verify in writing that the test administration was conducted according to the standardized procedures. Refer to *Guidelines for Recording a Test Session* in Appendix D of the *Examiner's Manuals* and Appendix B of the *Test Administration Manual* located at:

http://www.doe.virginia.gov/testing/test_administration/index.shtml

Testing Accommodations for Formerly LEP Students

A student is considered Formerly LEP when he/she has tested on Tier C of the ACCESS for ELLs test and earned both an Overall Score (Composite) of 5.0 or higher and a Literacy Score of 5.0 or higher. The Formerly LEP student is no longer eligible for LEP accommodations. However, if a Formerly LEP student is also a student with a disability, she/he may receive accommodations based upon his/her IEP/504 Plan.

Appendix D

SAMPLE LEP Student Profile Form

I. Demographic Information

Name _____
 Grade _____
 Age _____
 Years in U. S. Schools _____

First Language _____
 First Language Literacy yes or no
 Country of Origin _____
 Years in native country schools _____
 Interrupted education yes or no

II. Standardized Testing Information

Screening Assessment and Score _____ Date _____

The following proficiency levels are provided on the ACCESS for ELLs® Teacher Score Report:

Spring 20____ Testing

Tier A B C

Overall Score (Composite)	___.	Listening	___.
Literacy Score	___.	Speaking	___.
Comprehension Score	___.	Reading	___.
Oral Language Score	___.	Writing	___.

The following scaled scores are provided on the Standards of Learning Score Reports:

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	EOC
Reading							
Mathematics							
Science							
History & Social Science							
Writing							

Other standardized testing scores

Test _____ Score _____
 Test _____ Score _____

III. Academic Achievement

	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading													
Mathematics													
Science													
History & Social Science													
Writing													

IV. Indicate the accommodations assigned to the LEP student during classroom instruction and classroom assessment.

Direct Linguistic Accommodations (refer to Appendix B for criteria)	Content Area				
	R	M	S	H	W
Read-Aloud Test					
Audio Test					
Bilingual Dictionary					
English Dictionary					
Dictation to a Scribe					
Plain English <i>Mathematics</i> Test					
Indirect Linguistic Accommodations (refer to Appendix C for criteria)	Content Area				
	R	M	S	H	W
Flexible Schedule					
Visual Aids					
Verbal Response					

- R: Reading
- M: Mathematics
- S: Science
- H: History and Social Science
- W: Writing

V. Comments for the general education teachers:

Reading

Mathematics

Science

History/Social Science

Writing

Example 1: LEP Student Profile Form

I. Demographic Information

Name **Pablo Alvarez-Lopez** First Language **Spanish**
 Grade **5** First Language Literacy **yes** or **no**
 Age **11** Country of Origin **El Salvador**
 Years in U. S. Schools **Recently Arrived** Years in native country schools **4**
 Interrupted education **yes** or **no**

II. Standardized Testing Information

Screening Assessment and Score **WIDA MODEL 1.4 (Grade 5)** Date **April 22, 2013**

The following proficiency levels are provided on the ACCESS for ELLs[®] Teacher Score Report:

Spring 20__ Testing

Tier A B C

Overall Score (Composite)	__.	__	Listening	__.	__
Literacy Score	__.	__	Speaking	__.	__
Comprehension Score	__.	__	Reading	__.	__
Oral Language Score	__.	__	Writing	__.	__

The following scaled scores are provided on the Standards of Learning Score Reports:

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	EOC
Reading							
Mathematics							
Science							
History & Social Science							
Writing							

Other standardized testing scores

Test _____ Score _____

Test _____ Score _____

III. Academic Achievement

	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading													
Mathematics													
Science													
History & Social Science													
Writing													

IV. Indicate the accommodations assigned to the LEP student during classroom instruction and classroom assessment.

Direct Linguistic Accommodations (refer to Appendix B for criteria)	Content Area				
	R	M	S	H	W
Read-Aloud Test					
Audio Test		✓	✓		✓
Bilingual Dictionary	✓	✓	✓	✓	✓
English Dictionary					
Dictation to a Scribe					
Plain English <i>Mathematics</i> Test		✓			
Indirect Linguistic Accommodations (refer to Appendix C for criteria)	Content Area				
	R	M	S	H	W
Flexible Schedule					
Visual Aids					
Verbal Response					

- R: Reading
- M: Mathematics
- S: Science
- H: History and Social Science
- W: Writing

V. Comments for the general education teachers:

Reading

Pablo struggles because he is a beginning English learner. He uses a bilingual dictionary to learn vocabulary. He reads books in Spanish.

Mathematics

He understands concepts when shown how to solve equations or simplify expressions.

Science

He struggles with content vocabulary.

History/Social Science

He struggles with reading and content vocabulary; however, he applies prior knowledge.

Writing

Pablo is writing simple sentences and short paragraphs in English. He uses Spanish vocabulary occasionally.

Example 2: LEP Student Profile Form

I. Demographic Information

Name Min Choun

First Language Korean

Grade 10

First Language Literacy yes or no

Age 16

Country of Origin Korea

Years in U. S. Schools 4

Years in native country schools 6

Interrupted education yes or no

II. Standardized Testing Information

Screening Assessment and Score W-APT 1.8 (Grade 7) Date August 23, 2011

The following proficiency levels are provided on the ACCESS for ELLs[®] Teacher Score Report:
Spring 2013 Testing

Tier A B C

Overall Score (Composite) 3.8

Listening 3.8

Literacy Score 3.0

Speaking 6.0

Comprehension Score 3.6

Reading 3.5

Oral Language Score 5.6

Writing 2.8

The following scaled scores are provided on the Standards of Learning Score Reports:

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	EOC
Reading					VGLA 116	VGLA 125	
Mathematics					PEM 406	PEM 468	Alg. I 472
Science						402	
History & Social Science					Exempt	Civics & Econ 426	
Writing						385	

Other standardized testing scores

Test _____

Score _____

Test _____

Score _____

III. Academic Achievement

	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading								C	C	C+			
Mathematics								B	B	B			
Science								C+	C+	C+			
History & Social Science								C+	B	B			
Writing								C	C	C			

IV. Indicate the accommodations assigned to the LEP student during classroom instruction and classroom assessment.

Direct Linguistic Accommodations (refer to Appendix B for criteria)	Content Area				
	R	M	S	H	W
Read-Aloud Test					
Audio Test			✓	✓	
Bilingual Dictionary	✓		✓		✓
English Dictionary					
Dictation to a Scribe					
Plain English <i>Mathematics</i> Test					
Indirect Linguistic Accommodations (refer to Appendix C for criteria)	Content Area				
	R	M	S	H	W
Flexible Schedule					
Visual Aids					
Verbal Response					

- R: Reading
- M: Mathematics
- S: Science
- H: History and Social Science
- W: Writing

VI. Comments for the general education teachers:

Reading

Min struggles with vocabulary and comprehending poetry and nonfiction. Dictionaries are helpful. She uses an English dictionary in the classroom only and a bilingual dictionary in the classroom and on SOL tests.

Mathematics

She is an above average mathematics student.

Science

Technical vocabulary is challenging.

History/Social Science

Reading can sometimes be challenging.

Writing

Her writing skills are weak.

Appendix E

SAMPLE LEP Student Assessment Participation Plan

Student Information

Student Name _____ Date of Birth _____

State Testing Identifier (STI) _____

Current Grade of Enrollment _____ School Name _____

Student's English Language Proficiency Assessment Information:

1) ACCESS for ELLs test administered Spring 20__ Test Tier _____

Test Tier _____ Composite Score _____ Literacy Score _____

OR

2) W-APT Grade Adjusted Composite Proficiency Level _____ Date Administered _____

OR

3) WIDA MODEL Overall Composite Proficiency Level _____ Date Administered _____

OR

4) If none of the above assessments were administered, provide:

Other English Language Proficiency Screening Assessment Name _____

Score(s) _____ Date Administered _____

SOL Content Area	Participation in the Assessment Without Accommodation	Participation in the Assessment With Accommodation(s) (Specify details for implementation of accommodations.)	Participation in the Virginia Grade Level Alternative Assessment	Exempted from Participation in the SOL Assessment*
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reason: LEP student has attended school in the United States for less than 12 months.
Writing	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Reason: One-time exemption in Grade 5 or 8 only
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>		
History/ Social Science	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Reason: One-time exemption in Grades 3-8 only
Science	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Reason: One-time exemption in Grade 3 only

LEP Team Members' Signatures

Course Content Teacher _____ Date _____

ESL Teacher/Title III Coordinator _____ Date _____

Building Administrator or Designee _____ Date _____

Parent/Guardian _____ Date _____

(Parent/Guardian must be informed of LEP Committee decision, if not a member.)

Other _____ Date _____