

How can students with limited English proficiency be included in the assessment process?

- The purpose of a large scale assessment determines the impact the test will have on students with limited English proficiency. Will the assessment be used to...
 - ...assess a school's progress toward meeting the needs of its students?
 - ...determine if a student should or should not graduate or be promoted?

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- The impact of **not** including students with limited English proficiency in large scale assessments could...
 - lower the educational expectations for them
 - reduce resources for them
 - continue their lack of equal educational opportunity
 - reduce the chances they will graduate from high school

How can students with limited English proficiency be included in the assessment process?

- Students with limited English proficiency may receive assessment accommodations in three areas including...
 - 1. Native language accommodations
 - bilingual dictionaries
 - translated directions
 - idiomatic dictionaries
 - “break a leg”
 - “good luck”

How can students with limited English proficiency be included in the assessment process?

- 2. English language accommodations
 - allowing questions to be read orally in English
 - explaining directions
 - 3. Non-linguistic accommodations
 - extended testing time on same day
 - small group or individual administration
 - extra breaks
- » (National Center for Educational Outcomes;
http://education.umn.edu/NCEO/LEP/Accom_lep.htm)

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- When appropriate, accommodations should be provided to..
 - level the playing field
 - ensure that schools measure students' knowledge and skills, **not** their limited English proficiency

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- Determining when an accommodation is used is based on...
 - the accommodations that are currently being used in their classroom.
 - the same accommodations used in their classroom allowing them to learn should be used
 - new accommodations should not be introduced for the first time during a large-scale assessment

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- Determination of who does and does not receive accommodations should be evaluated...
 - on an individual basis
 - by those who know best
 - this is often the student's teachers, counselors, parents, family members, and the student
 - should be determined by a group if possible to protect against bias

How can students with limited English proficiency be included in the assessment process?

- The impact of assessment accommodations on score comparability is currently unknown.

How can students with limited English proficiency be included in the assessment process?

- The type of test can impact the types of accommodation decisions made.
 - Norm-referenced assessments
 - should have been normed with accommodations in mind; otherwise, they may not be comparable.
 - Criterion-referenced assessments
 - measure performance in relation to standards, and thus should be more open to the use of accommodations. Reporting results from accommodated assessments with non-accommodated assessments should be acceptable

How can students with limited English proficiency be included in the assessment process?

- Out-of-level testing is...
 - assessing students using materials closer to their academic level, not grade level

How can students with limited English proficiency be included in the assessment process?

- Potential reasons for out-of-level testing include...
 - Better measurement occurs when the context of the test matches the student's instructional level.
 - Improved accuracy of measurement
 - Avoiding student frustration and emotional trauma

How can students with limited English proficiency be included in the assessment process?

- Potential reasons against out-of-level testing...
 - Assessments may not be consistent with the purpose for which they are being used which...
 - provides confusing scores about what the student is capable of doing
 - Out-of-level testing reflects low expectations for students and negatively affects their instruction which...
 - limits opportunities for students to go to the next grade level

» (National Center on Educational Outcomes:
http://education.umn.edu/NCEO/LEP/outoflevel_lep_FAQ.htm)