

English Learners: Guidelines for Participation in the Virginia Assessment Program



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English Learners: Guidelines for Participation in the Virginia Assessment Program

This document provides information about the participation of English Learners (EL) in the Virginia Assessment Program and includes the following:

- the definition of an EL;
- the procedures for determining the EL's participation in the Virginia Assessment Program, including how the student will be assessed in each content area;
- the procedures for providing testing accommodations; and
- the guidelines for assessing ELs with disabilities.

I. Definition of English Learner (EL)

According to the federal definition as described in Public Law (PL) 107-110, the *Elementary and Secondary Education Act of 1965 (ESEA)*, also known as the *No Child Left Behind Act of 2001 (NCLB)*, an EL in the Commonwealth of Virginia is 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 EL's Participation in the Virginia Assessment Program

Section 1111 (3) (C) (v) of the ESEA requires that ELs participate in state content assessments. The ESEA also states in Section 1111 (3) (C) (v) (ix) (III) that ELs "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." Accordingly, as with all students enrolled in Virginia public schools, all

ELs participate in the Virginia Assessment Program. Refer to Appendix A for a list of Standards of Learning (SOL) assessments.

Prior to administering SOL tests to an EL, “A school-based committee shall convene and make determinations regarding the participation level of ELs in the Virginia assessment program” as required by Section 8 VAC 20-131-30 G of the [Regulations Establishing Standards for Accrediting Public Schools in Virginia](#), dated October 19, 2015. Therefore, a school-based EL Committee should be formed to determine how the student will participate in the Virginia Assessment Program and which, if any, testing accommodations and/or exemptions are appropriate. The EL Committee should determine each EL’s participation in each statewide assessment individually based on data collected from the student’s educational record.

Members of the EL Committee should include:

- the EL’s English as a Second Language teacher;
- the EL’s course content teacher(s);
- an administrator or designee (e.g. guidance counselor or reading specialist);
- the Title III coordinator;
- the EL’s parent or guardian; and
- the EL, if appropriate.

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

- SOL test without testing accommodations;
- SOL test with testing accommodations (listing specific testing accommodations);
- Plain English version of the SOL *Mathematics* test in grades 3 through 8 and the SOL *Algebra I* test (refer to Table 1 for eligibility criteria); or
- Exemption from testing where permitted with an explanation for the exemption (refer to Table 2 for available exemptions).

Exemptions from testing must be documented in the student’s EL Assessment Participation Plan and conveyed to the student’s parent(s) or guardian(s). Refer to Table 2 for an overview of the exemptions from SOL assessments available to ELs.

Table 1. Plain English Mathematics SOL Test Eligibility¹

Grade-Level Cluster	ACCESS for ELLs Overall Proficiency Level²	Plain English Mathematics Grades 3-8 and Algebra I SOL Tests
3-5	1.0 through 3.5	Yes
6-8	1.0 through 3.3	Yes
9-12	1.0 through 3.5	<i>Algebra I</i> only

¹ ELs may participate in the Plain English *Mathematics* SOL tests for no more than three consecutive years if they continue to meet the requirements described in Table 1.

² Eligibility is based on Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs[®] 2.0) scores; however, the WIDA Screener Online or Paper, the WIDA ACCESS Placement Test (W-APT[™]), or the WIDA Measure of Developing English Language (MODEL[™]) score may be used for ELs without ACCESS for ELLs scores. Information about WIDA assessments is available at <http://www.wida.us>.

Table 2. Overview of Exemptions from SOL Assessments Available to ELs

Content Area	Available Exemptions* on SOL Assessments
Reading	ELs 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 SOL <i>Reading</i> test.
Mathematics	ELs may not be exempted from the SOL <i>Mathematics</i> tests.
Science	ELs may not be exempted from the SOL <i>Science</i> tests.
History/ Social Science	ELs in grades 3 through 8 may exercise a one-time exemption from the SOL <i>Virginia Studies</i> or <i>Civics & Economics</i> tests ³ . No exemption is available for the End-of-Course SOL <i>History/Social Science</i> tests.
Writing	ELs may exercise a one-time exemption from the Grade 8 SOL <i>Writing</i> test ³ . No exemption is available for the End-of-Course SOL <i>Writing</i> test.

*Formerly ELs, Years 1, 2, 3, and 4, are not eligible for any exemptions.

³Regulations Establishing Standards for Accrediting Public Schools in Virginia, §8 VAC 20-131-30 G, dated October 19, 2015

III. Determining How an EL Will Be Assessed

The EL committee will determine an EL's participation in SOL assessments for each content area. Consideration should be given to the EL's level of English proficiency, level of previous schooling in the native country or home language, and level of schooling in the United States.

When determining how the EL will be tested in each assessed content area, the EL Committee should consider the following questions:

1. Is this the EL's first year of enrollment in a United States school (applicable for the SOL *Reading* and *Mathematics* tests)?
2. Should the EL be exempted from the SOL *Reading* test in grades 3 through 8, recognizing that this student is in the first year of enrollment in a United States school? Refer to Table 2 for details regarding the one-time exemption from the SOL *Reading* test in grades 3 through 8.
3. Should the EL take the Plain English SOL *Mathematics* test in grades 3 through 8 or the Plain English SOL *Algebra I* test, recognizing that the EL is in the first year of enrollment in a United States school?
4. Based on the EL's ACCESS for ELLs 2.0 Overall Proficiency Level, is the EL student eligible to take the Plain English SOL *Mathematics* test in grades 3 through 8 or the Plain English SOL *Algebra I* test? Refer to Table 1 for eligibility criteria.
5. Is the EL eligible for exemption from the SOL *History/Social Science* or *Writing* tests? Refer to Table 2 for information regarding exemptions from SOL assessments available to ELs.

6. Does the EL receive accommodations on a routine basis during classroom instruction and classroom assessment in the content area covered by the SOL assessment?

If an EL is also identified as having a disability under the *Individuals with Disabilities Education Improvement Act of 2004 (IDEA)* or is identified as an “otherwise qualified handicapped” student under Section 504 of the *Rehabilitation Act of 1973*, determinations about the student’s assessment participation must be made by the Individualized Education Program (IEP) Team or 504 Committee *in collaboration with* the EL Committee **and** documented in the student’s IEP or 504 Plan as well as the student’s EL Assessment Participation Plan. For detailed information on assessment participation of students with disabilities, refer to [Procedures for Participation of Students with Disabilities in Virginia’s Accountability System](#). Additionally, Section V, Students Dually Identified as English Learner and with a Disability, of this document provides information on students dually identified as English Learner and with a disability.

IV. **Providing Appropriate Testing Accommodations to ELs**

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

Testing accommodations for an EL are designed to address unique linguistic needs during the normal process of English language acquisition. When appropriately assigned, testing accommodations offer an EL the opportunity to demonstrate knowledge in a subject, regardless of his/her English language proficiency level, therefore providing schools and divisions an accurate picture of the EL’s content area achievement. Testing accommodations must not provide the EL an unfair advantage. Likewise, testing accommodations must not disadvantage the EL.

Testing accommodations for an EL on the SOL assessments should be selected from those accommodations the student uses on a routine basis during classroom instruction and classroom assessments. However, some accommodations used during classroom instruction and classroom assessments may not be available or appropriate for the SOL assessments. Furthermore, use of an unfamiliar testing accommodation during SOL testing may negatively impact the EL’s performance. The EL Committee should determine the appropriate testing accommodations for each EL for each SOL assessment.

1. Testing Accommodations Available to ELs and Formerly EL students (Years 1 and 2 only):

The testing accommodations available to ELs for the SOL assessments fall into one of two categories: direct linguistic and indirect linguistic testing accommodations.

- Direct linguistic testing accommodations involve adjustments to the language of the test. The following direct linguistic testing accommodations are available to ELs on the SOL assessments:
 - Test Directions Delivery
 - Read-Aloud Test

- Audio Test
- Bilingual Dictionary
- Dictation to a Scribe (*Writing*, short-paper component only)
- English Dictionary
- Plain English *Mathematics* Test (grades 3 through 8 and *Algebra I*)
- Indirect linguistic testing accommodations involve adjustments to the conditions under which ELs take SOL tests. The following indirect linguistic testing accommodations are available to ELs on the SOL assessments:
 - Multiple Test Sessions (Paper Only)
 - Visual Aids
 - Examiner Records Response
 - Flexible schedule

Refer to Appendix B in the [Examiner's Manuals](#) for SOL assessments for detailed information on direct and indirect linguistic testing accommodations.

While all direct and indirect linguistic testing accommodations are available to all ELs, as deemed appropriate, certain testing accommodations may be more appropriate for ELs at particular English language proficiency levels and for certain SOL assessments as determined by the EL Committee. Appendix B in the Examiner's Manuals for SOL Assessments summarizes direct and indirect linguistic testing accommodations.

2. Determine the EL's Level of English Language Proficiency:

In Virginia, to determine an EL's English language proficiency level, refer to the student's Overall Proficiency Level on the ACCESS for ELLs 2.0 score report. Table 3 provides an overview of the ACCESS for ELLs 2.0 Overall Proficiency Levels and the corresponding Virginia English Language Proficiency Levels. Students at Virginia English Language Proficiency Levels 1 through 4 are considered English Learners and may be eligible for testing accommodations on SOL assessments.

Students in their first or second year of being considered Formerly EL are eligible for testing accommodations available to ELs on SOL assessments. A Formerly EL student in year 3 or 4 with a disability may receive testing accommodations on SOL assessments based upon his/her current IEP or 504 Plan.

Table 3. Overview of ACCESS for ELLs 2.0 Overall Proficiency Levels and Virginia English Language Proficiency Levels

Virginia English Language Proficiency Levels	ACCESS for ELLs® 2.0 Overall Proficiency Levels
Level 1	1.0 – 1.9
Level 2	2.0 – 2.9
Level 3	3.0 – 3.9
Level 4	4.0 – 4.3
Formerly EL Year 1	Students who earned an Overall Proficiency Level of 4.4 or greater on the WIDA ACCESS for ELLs 2.0 in Spring 2017 OR Students who were assessed with the Proficiency Level 5 checklist from the Virginia ELP Checklist for EL Students in Kindergarten through Grade 12 with Hearing and Visual Impairments in Spring 2017.
Formerly EL Year 2	Students who tested on Tiers B or C of the WIDA ACCESS for ELLs 2.0 test and earned an Overall Proficiency Level of 5.0 or greater and a Literacy Proficiency Level of 5.0 or greater in Spring 2016 OR Students who were assessed with the Proficiency Level 5 checklist from the Virginia ELP Checklist for EL Students in Kindergarten through Grade 12 with Hearing and Visual Impairments in Spring 2016.
Formerly EL Year 3	Students who tested on Tier C of the WIDA ACCESS for ELLs test and earned a Composite Proficiency Level of 5.0 or greater and a Literacy Proficiency Level of 5.0 or greater in Spring 2015 OR Students who were assessed with the Proficiency Level 5 checklist from the Virginia ELP Checklist for EL Students in Kindergarten through Grade 12 with Hearing and Visual Impairments in Spring 2015.
Formerly EL Year 4	Students who tested on Tier C of the WIDA ACCESS for ELLs test and earned a Composite Proficiency Level of 5.0 or greater and a Literacy Proficiency Level of 5.0 or greater in Spring 2014 OR Students who were assessed with the Proficiency Level 5 checklist from the Virginia ELP Checklist for EL Students in Kindergarten through Grade 12 with Hearing and Visual Impairments in Spring 2014.

To determine the English language proficiency level of an EL with a hearing or visual impairment that prevents meaningful participation in ACCESS for ELLs testing, the *Virginia English Language Proficiency (ELP) Checklist for English Learner (EL) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments* may be administered. Contact the Division Director of Testing for information regarding this checklist.

If an EL does not have a score from the ACCESS for ELLs 2.0 test or the *Virginia ELP Checklist for ELs in K-12 with Hearing and Visual Impairments* from the previous spring, the WIDA Screener, WIDA MODEL or W-APT assessment may be administered to determine the student's level of English proficiency.

3. Considering Student Characteristics When Selecting Testing Accommodations:

The EL Committee is responsible for developing a plan for each EL to facilitate his/her access to grade-level content instruction and to document the EL's participation in SOL assessments. This plan should be developed using a *team* approach, rather than being developed by one educator at the school. Additionally, testing accommodation determinations should be based on the evidence collected from the EL's educational record, such as:

- demographic information, including grade, age, number of years in U.S., prior schooling;
- standardized testing scores, English language proficiency assessment scores, and other academic testing achievements;
- 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 2.0 score report.

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

Example 1

Victor is enrolled in the 5th grade for the 2017-2018 school year. He earned an Overall Proficiency Level of 2.3 on the spring 2017 ACCESS for ELLs 2.0 test. According to his school records, he possesses grade level literacy skills in his native language, Spanish, and has attended school regularly from age 5. The EL Committee should consider Victor's English proficiency level, his literacy skills in both Spanish and English, and his academic achievement to determine appropriate testing accommodations for him, such as a bilingual dictionary, read-aloud test or audio test, the Plain English SOL *Mathematics* test, and a flexible schedule that includes breaks within one school day for testing. Victor may also receive a written copy of the test directions for each SOL assessment. In grade 5 during the 2017-2018 school year, Victor will be required to take the SOL *Reading*, *Mathematics*, and *Science* assessments.

Example 2

For the 2017-2018 school year, Amina is enrolled in the 10th grade and in the following classes with associated SOL tests: English 10 (*Writing* test), Geometry, Biology, and World History I. She earned an Overall Proficiency Level of 4.3 on the spring 2017 ACCESS for ELLs 2.0 test. Since 7th grade, she has consistently earned passing scores on SOL assessments with the exception of the Grade 8 SOL *Writing* test. 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 EL Committee should consider Amina's unique characteristics to determine the appropriate testing accommodations for her, such

as the bilingual dictionary and the read-aloud test or audio test. In grade 10 during the 2017-2018 school year, Amina will be required to take the End-of-Course SOL *Writing, Geometry, Biology, and World History I* assessments.

Refer to Appendix C for examples of EL Profile forms for the two students previously described.

4. Assigning Testing Accommodations to an EL:

The following yes/no questions should be asked by the EL Committee to determine and assign testing accommodations to an EL for the SOL assessments.

- Is the testing accommodation appropriate for the EL's ACCESS for ELLs Overall Proficiency Level?
- Is the testing accommodation recommended for the SOL test (refer to Appendix B)?
- Has the EL routinely used the testing accommodation during both classroom instruction and classroom assessment?
- Has the EL benefited from the use of the testing accommodation?

If the response to all questions is "yes," the testing accommodation is most likely appropriate and should be considered for the EL to use on the SOL assessments. If the response to any question is "no," the EL Committee should *carefully* consider whether the testing accommodation is appropriate for the EL to use on an SOL assessment.

5. Documentation of Determinations:

Determinations of an EL's participation in the SOL assessments must be documented in writing and maintained in the EL's educational record. If the EL's parent or legal guardian is not a member of the EL Committee making determinations about the EL's participation in the SOL assessments, the parent or legal guardian should be notified in writing of the EL Committee's decision regarding each SOL assessment prior to test administration. If a decision to exempt the EL from an SOL test is determined, the parent or legal guardian must be notified in writing accompanied by the reasons for and ramifications of such an exemption from SOL testing. The EL Assessment Participation Plan may serve as documentation of the EL's participation in SOL assessments. A sample EL Assessment Participation Plan form is provided in Appendix D.

6. Implementing Testing Accommodations:

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

V. **Students Dually Identified as English Learner and with a Disability**

ELs 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 content assessments. Special testing accommodations are available to the dually identified student based on the student's disability and must be documented in the student's IEP/504 Management Plan. Additionally, a dually identified student may participate in alternate and/or alternative assessments if eligibility requirements are met. For detailed information on assessment participation of students with

disabilities, refer to the Procedures for Participation of Students with Disabilities in Virginia's Accountability System.

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

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

The following questions and answers are provided for clarification:

Q1. Is the dually identified student eligible for direct and indirect linguistic testing accommodations?

Yes. Direct and indirect linguistic testing accommodations are available to the dually identified student based on the student's EL status as documented in the student's EL Assessment Participation Plan.

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

Yes. Special testing 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 Plain English *Mathematics* assessment based on his/her EL status may also be eligible for the read-aloud or audio accommodation based on his/her disability status.

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

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

For questions regarding ELs' participation in the Virginia Assessment Program, please contact the student assessment staff by e-mail at student_assessment@doe.virginia.gov or by telephone at (804) 225-2102.

Appendix A

Standards of Learning (SOL) Assessments by Content Area

Content Area	SOL Assessments
Reading	<ul style="list-style-type: none"> • Grade 3 • Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8 • End-of Course (EOC)
Mathematics*	<ul style="list-style-type: none"> • Grade 3 • Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8 • EOC Algebra I • EOC Geometry • EOC Algebra II
Science	<ul style="list-style-type: none"> • Grade 5 • Grade 8 • EOC Earth Science • EOC Biology • EOC Chemistry
History/ Social Science	<ul style="list-style-type: none"> • Virginia Studies • Civics and Economics • EOC Virginia and US History • EOC World History I • EOC World History II • EOC World Geography
Writing	<ul style="list-style-type: none"> • Grade 8 • EOC

* Includes the Plain English *Mathematics* tests in grades 3 through 8 and the Plain English *Algebra I* test. These are available to ELs who meet the eligibility criteria. Refer to Table 1 for details.

Appendix B

Direct and Indirect Linguistic Testing Accommodations for ELs

Content Area						Code	Testing Accommodation and Description (Refer to Appendix B: <i>Selection of Testing Accommodations for English Learners (ELs) in the Examiner's Manuals</i> for additional details regarding these accommodations.)
Direct Linguistic Testing Accommodations							
H	M	R	S	W	7	Test Directions Delivery	<ul style="list-style-type: none"> Written directions (in English only) to accompany oral test directions.
H	M		S	W	10	Read-Aloud Test	<ul style="list-style-type: none"> Tests are read (in English only) to the student. Must be recorded or proctored.
H	M		S	W	11	Audio Test	<ul style="list-style-type: none"> A pre-recorded (in English only) version of the test items.
		R			14	Read-Aloud Reading Test	<ul style="list-style-type: none"> <i>Reading</i> test is read (in English only) to the student. Must be recorded or proctored. Student must meet specific criteria.
		R			15	Audio Reading Test	<ul style="list-style-type: none"> A pre-recorded (in English only) version of the <i>Reading</i> test items. Student must meet specific criteria.
H	M	R	S	W	17	Bilingual Dictionary	<ul style="list-style-type: none"> ELs may use a word-to-word bilingual dictionary.
				W – SP	25	Dictation to a Scribe	<ul style="list-style-type: none"> Dictation (in English only) to a scribe (short-paper component only). Must be recorded or proctored. Requires transcription.
H	M	R	S	W – SP	29	English Dictionary	<ul style="list-style-type: none"> Non-Writing Tests: ELs may use a general English dictionary. Writing Tests: Only permitted on short-paper component for Grade 8 and EOC Writing test (2010 SOL)
	M				A	Plain English Mathematics Test	<ul style="list-style-type: none"> Grades 3-8 <i>Mathematics</i> and <i>Algebra I</i> only. EL must meet eligibility criteria for participation. See Table 1 for details.
Indirect Linguistic Testing Accommodations							
H	M	R	S	W	1	Multiple Test Sessions	<ul style="list-style-type: none"> Testing over two or more school days. Some instances require a paper test. <u>Multiple test sessions are not permitted on the short-paper component of the Writing test.</u>
H	M	R	S	W	4	Visual Aids	<ul style="list-style-type: none"> Visual templates showing one word, sentence, line, or test item at a time. Code test accommodation 4 only when used on a paper test.
H	M	R	S	W	18	Examiner Records Responses	<ul style="list-style-type: none"> Student marks in test booklet, responds verbally, points, or otherwise indicates a response. May need to be recorded or proctored. Requires transcription.
H	M	R	S	W	31	Flexible Schedule	<ul style="list-style-type: none"> Testing with breaks requires the test to be completed within one school day.

Key

H	The testing accommodation is available for the <i>History/Social Studies</i> test.
M	The testing accommodation is available for the <i>Mathematics</i> test.
R	The testing accommodation is available for the <i>Reading</i> test.
S	The testing accommodation is available for the <i>Science</i> test.
W	The testing accommodation is available for the <i>Writing</i> test. (MC: multiple-choice/technology enhanced item (TEI) component. SP: short-paper component. Note: Paper/pencil <i>Writing</i> tests do not include TEI.)
	The testing accommodation is <u>not</u> available for the content area.

Appendix C

**SAMPLE
EL Student Profile Form
School Year: _____**

I. Demographic Information

Name: _____ Native Language: _____
 Current Grade: _____ Literate in Native Language (circle): YES
 NO
 Birthday: __ - __ - ____ Age: ____ Country of Birth: _____
 Entry Date in U.S. Schools: __ - __ - ____ Years in School (including outside of U.S.): _____

II. Standardized Testing Information (Most Current)

Language Proficiency Assessment (circle):			
ACCESS FOR ELLs 2.0	SCREENER	WIDA MODEL	W-APT
Date Given: __ - __ - ____		Overall PL (Proficiency Level): ____	
Listening PL ____		Literacy PL ____	
Speaking PL ____		Comprehension PL ____	
Reading PL ____		Oral Language PL ____	
Writing PL ____			

Standards of Learning (SOL) Assessment Scale Scores (By Grade Level)							
	3	4	5	6	7	8	EOC
Reading							
Mathematics							
Science							
History/Social Science							
Writing							

Other standardized testing scores

Test _____ Score _____
 Test _____ Score _____

III. Academic Achievement and Performance

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

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

Direct Linguistic Testing Accommodations (refer to refer to Appendix B in the SOL Tests Examiner's Manuals for details)	Content Area				
	R	M	S	H	W
Test Directions Delivery					
Read-Aloud Test	■				
Audio Test	■				
Bilingual Dictionary					
Dictation to a Scribe	■	■	■	■	
English Dictionary					
Plain English <i>Mathematics</i> Test	■	■	■	■	■
Indirect Linguistic Testing Accommodations (refer to refer to Appendix B in the SOL Tests Examiner's Manuals for details)	Content Area				
	R	M	S	H	W
Multiple Test Sessions					
Visual Aids					
Examiner Records Response					
Flexible Schedule					

Key:

R: Reading

M: Mathematics

S: Science

H: History/Social Science

W: Writing

EXAMPLE 1
EL Student Profile Form
School Year: 2017-2018

I. Demographic Information

Name: **Victor Salvador-Mendez** Native Language: **Spanish**
 Current Grade: **5** Literate in Native Language (circle) **YES** **NO**
 Birthday: **07 -13 - 2006** Age: **11** Country of Birth: **Guatemala**
 Entry Date in U.S. Schools: **09-04-2016** Years in School (including outside of U.S.): **5**

II. Standardized Testing Information (Most Current)

Language Proficiency Assessment (circle):			
<u>ACCESS FOR ELLs 2.0</u>	SCREENER	WIDA MODEL	W-APT
Date Given: <u>02-15-2017</u>	Overall PL (Proficiency Level): <u>2.3</u>		
Listening PL <u>3.9</u>	Literacy PL <u>1.9</u>		
Speaking PL <u>3.3</u>	Comprehension PL <u>2.3</u>		
Reading PL <u>1.9</u>	Oral Language PL <u>3.7</u>		
Writing PL <u>1.9</u>			

Standards of Learning (SOL) Assessment Scale Scores (By Grade Level)							
	3	4	5	6	7	8	EOC
Reading		Exempt					
Mathematics		PEM 412					
Science							
History/Social Science		VA Studies Exempt					
Writing							

Other standardized testing scores

Test _____ Score _____
 Test _____ Score _____

III. Academic Achievement and Performance

	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading					77 C								
Mathematics					83 B								
Science					74 C								
History/Social Science					81 B								
Writing					76 C								

Comments:

Victor relies on his bilingual dictionary to help access classroom content on a regular basis across all content areas. He enjoys reading books at his leisure in his native language (Spanish). He understands basic math concepts and solves simple mathematical equations that are grade level appropriate. His struggles with content vocabulary are due to his beginning language proficiency levels; emphasis on prior knowledge and native language literacy are helpful.

IV. Indicate the testing accommodations assigned to the EL during classroom instruction and classroom assessment.

Direct Linguistic Testing Accommodations (refer to refer to Appendix B in the SOL Tests Examiner's Manuals for details)	Content Area				
	R	M	S	H	W
Test Directions Delivery	✓	✓	✓		
Read-Aloud Test	■				
Audio Test		✓	✓		
Bilingual Dictionary	✓	✓	✓		
Dictation to a Scribe	■	■	■	■	
English Dictionary					
Plain English <i>Mathematics</i> Test	■	✓	■	■	■
Indirect Linguistic Testing Accommodations (refer to refer to Appendix B in the SOL Tests Examiner's Manuals for details)	Content Area				
	R	M	S	H	W
Multiple Test Sessions					
Visual Aids					
Examiner Records Response					
Flexible Schedule	✓	✓	✓		

Key:

R: Reading

M: Mathematics

S: Science

H: History/Social Science

W: Writing

EXAMPLE 2
EL Student Profile Form
School Year: 2017-2018

I. Demographic Information

Name: Amina Kim Native Language: Korean
 Current Grade: 10 Literate in Native Language (circle) YES NO
 Birthday: 03-05-2001 Age: 16 Country of Birth: South Korea
 Entry Date in U.S. Schools: 10-11-2014 Years in School (including outside of U.S.): 10

II. Standardized Testing Information (Most Current)

Language Proficiency Assessment (circle):			
<u>ACCESS FOR ELLs 2.0</u>	SCREENER	WIDA MODEL	W-APT
Date Given: <u>03-03-2017</u>	Overall PL (Proficiency Level): <u>4.3</u>		
Listening PL <u>5.3</u>	Literacy PL <u>4.0</u>		
Speaking PL <u>5.6</u>	Comprehension PL <u>4.7</u>		
Reading PL <u>4.5</u>	Oral Language PL <u>5.4</u>		
Writing PL <u>3.6</u>			

Standards of Learning (SOL) Assessment Scale Scores (By Grade Level)							
	3	4	5	6	7	8	EOC
Reading					Exempt	390	
Mathematics					PEM 406	PEM 454	PEM Alg. I 472
Science						402	
History/Social Science						C&E Exempt	
Writing						385	

Other standardized testing scores

Test _____ Score _____
 Test _____ Score _____

III. Academic Achievement and Performance

	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading								75 C	78 C	79 C			
Mathematics								82 B	81 B	84 B			
Science								78 C	82 B	79 C			
History/Social Science								76 B	78 B	85 B			
Writing								72 C	75 C	77 C			

Comments:

With the use of dictionaries (bilingual and English), Amina is able to comprehend fiction successfully but struggles with poetry and nonfiction at times. Mathematics is her favorite subject and she works hard to do well, performing well with basic algebraic concepts. She has developing content vocabulary skills which are noticed in her writing and reading challenges occasionally.

IV. Indicate the testing accommodations assigned to the EL during classroom instruction and classroom assessment.

Direct Linguistic Testing Accommodations (refer to refer to Appendix B in the SOL Tests Examiner's Manuals for details)	Content Area				
	R	M	S	H	W
Test Directions Delivery		✓	✓	✓	
Read-Aloud Test					
Audio Test		✓	✓	✓	
Bilingual Dictionary		✓	✓		✓
Dictation to a Scribe					
English Dictionary		✓	✓	✓	✓
Plain English <i>Mathematics</i> Test					
Indirect Linguistic Testing Accommodations (refer to refer to Appendix B in the SOL Tests Examiner's Manuals for details)	Content Area				
	R	M	S	H	W
Multiple Test Sessions					
Visual Aids					
Examiner Records Response					
Flexible Schedule		✓	✓	✓	✓

Key:

R: Reading

M: Mathematics

S: Science

H: History/Social Science

W: Writing

Appendix D

SAMPLE EL Assessment Participation Plan

Student Information

Student Name: _____	Date of Birth: _____
School Name: _____	
Entry Date in U.S. Schools: __ - __ - ____	Current Grade Level: ____
State Testing Identifier: _____	Does the student have (circle): IEP or 504

English Language Proficiency Assessment History:

Overall Proficiency Level: _____

ASSESSMENT GIVEN (CIRCLE ONE):

ACCESS FOR ELLS 2.0 SCREENER MODEL W-APT OTHER

If other:

Name of ELP Assessment: _____

Date Administered: _____ Score (s): _____

SOL Content Area	Participation in the Assessment Without Testing Accommodations	Participation in the Assessment With Testing Accommodation(s) (Specify details for implementation of testing accommodations.)	Exempted from Participation in the SOL Assessment
Reading			Reason: EL has attended school in the United States for less than 12 months
Writing			Reason: One-time exemption in grade 8
Mathematics			
History/ Social Science			Reason: One-time exemption in <i>Virginia Studies</i> or <i>Civics & Economics</i>
Science			

Key: TD: Test Directions Delivery, RA: Read-Aloud, A: Audio, RAX*: Read-Aloud on Reading, AX*: Audio on Reading, BD: Bilingual Dictionary, DS: Dictation to Scribe ED: English Dictionary, PEM: Plain English Math, MTS: Multiple Test Sessions, VA: Visual Aids, ER: Examiner Records Responses, FS: Flexible Schedule
 (*Must meet specific criteria)

EL Committee Signatures

ESL Teacher/Title III Coordinator: _____	Date: _____
Course Content Teachers: _____	Date: _____
Building Administrator or Designee: _____	Date: _____
Parent/Guardian*: _____	Date: _____

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