



# ECSDM ASSESSMENT GUIDELINES FOR ENGLISH LANGUAGE LEARNERS 2015

## ESSENTIAL SUPPORT

Students whose primary language is a language other than English are often referred to as English Language Learners (ELLs). In New York State, under Part 154 of the Commissioner's Regulations (CR Part 154) English Language Learner students are:

- a. Students with limited English proficiency shall mean students who by reason of foreign birth or ancestry, speak a language other than English, and
  1. either understand and speak little or no English; or
  2. score below a state designated level of proficiency, on the New York State Identification Test for English Language Learners (NYSITELL) or the New York State English as a Second Language Achievement Test (NYSESLAT).

School districts are required to provide ELLs with opportunities to achieve the same educational goals and standards established for all students.

- ❖ [CR Part 154](#) establishes standards for the education of English Language Learners. All school districts **must** provide ELL students with equal access to all school programs and services offered by the district commensurate with their ages and grade level, including access to programs required for graduation. **CR Part 154 ensures that ELLs are provided with appropriate and equitable educational programs and services so they may attain the highest level of academic success and English language proficiency.**

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## ESSENTIAL SUPPORT

### ✓ ACCOMMODATIONS

Schools may provide testing accommodations to ELLs, as needed, on all NYS ELA and content-area assessments (i.e., Mathematics, Science and Social Studies). Districts/schools must make all necessary arrangements to make these accommodations available for ELLs who need them.

Additionally, testing accommodations are to be made available to former ELL students for up to 2 years after testing at the proficient level (Commanding – P1 & P2) on the NYSESLAT. Details of the testing accommodations now permitted to former ELLs can be found at the following web site:

<http://www.p12.nysed.gov/biling/bilinged/formerlepells.htm>

- ***Bilingual Glossaries***

English Language Learners may use bilingual glossaries when taking examinations.

**These bilingual glossaries may provide only direct translations of words.**

Bilingual dictionaries or glossaries that provide definitions or explanations of words, and electronic dictionaries or glossaries with internet access, are not permitted. Students may use hard copies of their glossaries for NYS ELA examinations. Approved NYS online glossaries can be found at:

[http://www.p12.nysed.gov/biling/bilinged/bilingual\\_glossaries.htm](http://www.p12.nysed.gov/biling/bilinged/bilingual_glossaries.htm)

Questions regarding approved glossaries and use of glossaries should be directed to Mrs. Bradt or the Bilingual Department at (845) 326-1302.

- ***Time Extension***

Schools may extend the test time for English language learners taking examinations. Principals may use any reasonable extensions, such as time-and-a-half (the required testing time plus one-half of that amount of time), in accordance with their best judgment about the needs of the English language learners. Principals should consult with each student's classroom teacher when making these determinations.

- ***Alternate/ Separate Location***

Schools are encouraged to provide optimal testing environments and facilities for all students. They may administer tests to English language learners individually or in small groups in a separate or alternate location.

## NYSESLAT

ANNUAL  
ASSESSMENT

### 5 LEVELS OF PROFICIENCY

#### 1. **ENTERING:**

Pre-production/early  
language development  
stage

#### 2. **EMERGING:**

Speech emergent  
stage

#### 3. **TRANSITIONING:**

Beginning fluency  
stage

#### 4. **EXPANDING:**

Intermediate fluency  
stage

#### 5. **COMMANDING:**

Advanced/proficient  
fluency stage



"Teachers need to give encouragement and praise for what ELLs can do instead of dwelling on all that they can't yet do by providing frequent opportunities for their success."

- Judie Haynes in Education Week Teacher

- **Translated Editions/Translators**

- English language learners may be provided with a translated edition of tests, if available.
- **Oral Translation for Low Incidence Languages are not allowed for English Language Arts Examinations.** Schools may provide ELL students with an oral translation of a state examination when there is no translated edition provided by the Department. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. **Translators should receive copies of the English edition of the tests one hour prior to administration.**



- ✓ **NYS ASSESSMENTS FOR ELLS**

- ❖ **GRADES 3 through 8 NYS ELA & MATH**
- ❖ **GRADES 4 and 8 NYS SCIENCE**
- ❖ **NYS REGENTS**
- ❖ **NYS COMMON CORE**
- ❖ **NYSESLAT** (Annual language proficiency test for ELLs- 5 levels)
- ❖ **NYSITELL** (Initial entry language proficiency test for ELLs- 5 levels)
- ❖ **NYS FIELD TESTS**

- ✓ **NYS ASSESSMENT EXEMPTIONS FOR ELLS**

New York State permits EXEMPTIONS on NYS assessments for newly arrived students to the United States and others under the following conditions:

- ELL-eligible students (including those from Puerto Rico) who on April 1, 2010, will have been **attending school in the United States for less than one year may use the NYSESLAT in lieu of** the 3–8 New York State Testing Program (NYSTP) in ELA to meet the NCLB participation requirement for AYP in elementary/middle-level ELA.
  - Schools are permitted to exempt from the 2014 Common Core English Language Arts Tests only those English language learners (including those from Puerto Rico) who, on April 1, 2014, will have been attending school in the United States for the first time for less than one year.
  - Recently arrived English language learners may be eligible for one, and only one, exemption from the administration of the 2014 Grades 3–8 Common Core English Language Arts Tests.
  - Subject to this limitation, schools may administer the New York State English as a Second Language Achievement Test (NYSESLAT) in lieu of the 2014 Grades 3–8 Common Core English Language Arts Tests, for participation purposes only, to recently arrived English language learners who meet the criterion above. All other English language learners must participate in the 2014 Grades 3–8 Common Core English Language Arts Tests, as well as in the NYSESLAT.
  - **The provisions of the No Child Left Behind Act (NCLB) do not permit any exemption of English language learners from the Grades 3–8 Common Core Mathematics Tests.** These tests are available in Chinese (traditional), Haitian-Creole, Korean, Russian, and Spanish. The tests can be translated orally into other languages for those English language learners whose first language is one for which a written translation is not available from the Department.
  - **The provisions of the No Child Left Behind Act (NCLB) do not permit any exemption of English language learners from the Grade 4 & 8 Intermediate-Level Science Tests.** The Grade 8 Intermediate-Level Science Test should be administered to students in the grade in which they will have completed all of

the material in the Intermediate-Level Science Core Curriculum, Grades 5–8. While this grade is typically Grade 8, the test may also be administered to students in Grade 7 who will have completed by the end of this school year all of the material in the Intermediate Level Core Curriculum, Grades 5–8 and are being considered for placement in an accelerated high school level science course when they are in Grade 8. The inclusion of Grade 7 students who meet these criteria is a local decision. Schools can use the scores for these Grade 7 students to help determine whether students should be placed in accelerated science courses. Students who take the test in Grade 7 will not be permitted to take the test again in Grade 8. Therefore, caution is advised in administering the test to Grade 7 students. If a Grade 7 student scores below the State designated level of performance, the student will be required to have academic intervention services.

- The calculation of dates for exempting first-year ELLs is contained in the School Administrator's Manual (SAM) for the Grade 3-8 ELA Assessment that is issued each year. Information can be found at: <http://www.p12.nysed.gov/assessment/english/ela-ei.html>
- A high school principal may grant exemptions to new entrants from another country or from another State on selected Regents Examinations for students who are initially placed in grades 11 or 12. **This exemption includes all transfer students initially placed in 11th or 12th grade, and includes monolingual students as well as ELLs.**
- Exemptions that may apply to students who arrive in NYS and are placed in the 11th grade are as follows: A principal may grant an exemption from the **Global History** and **Geography Regents Exam** only if the student's first entry to a New York State school is in Grade 11. The principal may exempt a student from the requirement for the Regents examination in Global History and Geography ordinarily taken and passed before the date of the student's entry.
- A principal may grant an exemption from the **Science Regents Exam** only if the student's first entry into a New York State school was in Grade 12. The principal may exempt a student from the requirement for the Regents examination in Science and the Regents examination in Global History and Geography which are ordinarily taken and passed before the date of the student's entry.

#### ✓ **DISTRICT (LOCAL) ASSESSMENTS**

Below are the current local assessments given to Middletown students.

##### ❖ **NWEA – MAPS:**

- Computerized adaptive test in ELA and Math
- Administered 3 times a year

##### ❖ **Degree of Reading Power (DRP)**

- Pencil and paper (CLOZE) multiple choice test
- Administered 1 time a year

##### ❖ **Benchmark Tests**

- Teacher (RUNNING RECORD) test in ELA
- Administered 3 times a year

##### ❖ **QUARTERLIES:**

- Pencil & paper test in ELA and Math
- Administered 4 times a year (each marking period)

✓ **CRITERIA FOR ADMINISTRATION OF DISTRICT (LOCAL) ASSESSMENTS FOR ELLS**

The following are guidelines for administration of ECSDM assessments for English Language Learners.

• **QUARTERLIES:**

- District Quarterlies (Math, Science & Social Studies) are to be translated into the home/native language of the ELL student with the exception of the ELA Quarterly.
- **Study guides or other similar documents, inclusive of electronic devices and or glossaries, may be used by ELLs in lieu of translated review sheets in preparation of district Quarterlies and NYS assessments.** However, on NYS assessments, per the School Administrator's Manual (SAM), electronic devices may not be used by ELLs unless indicated on a student's IEP or Section 504 plan. **Glossaries may be used.**
- ELL students that scored a **Level 1 (ENTERING)** or **Level 2 (EMERGING)** on the **NYSESLAT** or **NYSITELL**, are exempt from district ELA Quarterlies due to their low level of English language proficiency.
- ELL students that scored a **Level 3 (TRANSITIONING)**, **Level 4 (EXPANDING)** or **Level 5 (COMMANDING)** on the **NYSESLAT** or **NYSITELL** must take district Quarterlies due to their higher level of English language proficiency.
- **Newly Arrived/Newcomer ELLs** will be granted a **grace period of a minimum of a full 10 weeks** to serve as a transition/ acclimation period prior to administration of district assessments. Once the grace period of 10 weeks has ended, the ELL student may take Quarterly exams, in all content/subject areas, with the exception of English Language Arts (ELA), in their home/native language, **if they scored a LEVEL 3 or above on the NYSESLAT or NYSITELL.**

• **NWEA MAPS:** All students, regardless of ELL status, must take NWEA MAPS assessments, at registration and within the MAP testing window.

- **DEGREE OF READING POWER (DRP):** All ELLs who have scored a **Level 3 or above on the NYSESLAT or NYSITELL must take the DRP when it is administered within the district.** Students who scored a Level 1 or 2 are exempt from taking the DRP due to their low level of English language proficiency as demonstrated on the NYSESLAT or NYSITELL.

• **FOUNTAS & PINNELL BENCHMARK:** Administer after the initial grace period.

• **DESPEGANDO:** To Be Determined- (*Spanish Leveled Reader System*) -May be used to determine reading level after the initial 10 weeks of acclimation and acculturation to the ECSDM; unless the ELL student is a non-Spanish speaker.

• **KINDERGARTEN SCREENING:** All ELL families must have translation services made available at the time of screening so that proper information and placement may be determined.

- **Home Language Questionnaire (HLQ)-** The new 2015 version must be used and families must be interviewed to ensure understanding of questions asked. Accuracy of information presented at registration; specifically regarding primary language and language dominance of the student, is critical. (See attached HLQ)
- **DIAL 4 or NEW K Screening Tool-** Administer all areas as specified in the directions manual.

- **CPAA- Primary MAPS-** To be administered in both Math & ELA to all ELL students. If student appears frustrated or does not understand due to language concerns, the test may be stopped. **(Contingent upon adoption of new screening device.)**
- **NYSITELL-** NYS administration guidelines for this ELL identification test will be followed. It may be necessary to have a separate date scheduled in addition to the annual school building K screening due to the length of the K screening day and untimed of the NYSITELL test. Date of birth must be checked by Central Registration and/or screeners in order to determine the correct Kindergarten level of the NYSITELL to be administered.

✓ **STRATEGIES FOR ASSESSMENT SUCCESS** Understanding the developmental stages of language acquisition is critical when implementing effective assessment and teaching strategies for ELLs. For reference, below are the six stages of language development with comparable NYSESLAT proficiency levels.

### The Six Stages of Second-Language Acquisition

<b>Pre-production</b>	This is also called "the silent period," when the student takes in the new language but does not speak it. This period often lasts six weeks or longer, depending on the individual.	Silent Period / Culture Shock Newcomers/SIFE Students
<b>Early production</b>	The individual begins to speak using short words and sentences, but the emphasis is still on listening and absorbing the new language. There will be many errors in the early production stage.	Entering Students
<b>Speech Emergent</b>	Speech becomes more frequent, words and sentences are longer, but the individual still relies heavily on context clues and familiar topics. Vocabulary continues to increase and errors begin to decrease, especially in common or repeated interactions.	Emerging Students
<b>Beginning Fluency</b>	Speech is fairly fluent in social situations with minimal errors. New contexts and academic language are challenging and the individual will struggle to express themselves due to gaps in vocabulary and appropriate phrases.	Transitioning Students
<b>Intermediate Fluency</b>	Communicating in the second language is fluent, especially in social language situations. The individual is able to speak almost fluently in new situations or in academic areas, but there will be gaps in vocabulary knowledge and some unknown expressions. There are very few errors, and the individual is able to demonstrate higher order thinking skills in the second language such as offering an opinion or analyzing a problem.	Expanding Students
<b>Advanced Fluency</b>	The individual communicates fluently in all contexts and can maneuver successfully in new contexts and when exposed to new academic information. At this stage, the individual may still have an accent and use idiomatic expressions incorrectly at times, but the individual is essentially fluent and comfortable communicating in the second language.	Commanding Students ✓ Proficient Year 1 (P1) ✓ Proficient Year 2 (P2)

-Adapted from [www.trinityweblog.org](http://www.trinityweblog.org)

✓ **ELL STUDENT IDENTIFICATION PROCESS:** In New York State there is a very specific initial identification process designed to determine whether a newly enrolled student may be an English Language Learner. This initial process must be conducted within the first two weeks of a student's enrollment and it includes the following four steps:

1. Administration of the Home Language Questionnaire (HLQ);
2. Conducting an informal interview in English and in the native language;

3. Administration of a formal English assessment; and
4. Placement in an appropriate program (i.e., bilingual education, free-standing ESL, or monolingual English programs).

The HLQ is administered to determine whether there is another language spoken at home and represents the first step in the identification process. The HLQ must be completed by the parent or guardian of each new entrant at the time of the students' initial enrollment in a New York State school. Schools must provide the HLQ in the language the parent or guardian best understand. If the responses on the HLQ indicate that a language other than English is spoken at home or that the student understands a language other than English, then an informal interview in the native language and English must be conducted. If the informal interview indicates that the student is possibly ELL, the assessment of the students' level of English language proficiency must be conducted using the NYSITELL.

**The new 2015 Home Language Questionnaire (HLQ) is available in a [variety of languages](#).** (See the attached NEW October 2015 HLQ)

**The new 2015 NYS initial identification process flow chart is attached and an electronic version may be found at: <http://www.p12.nysed.gov/biling/pub/LEPproc.pdf>**

An informal oral interview in English and when necessary in the native language is conducted for each student whose HLQ and other background information indicate that he or she may be ELL. The informal interview gives a preliminary assessment of a student's understanding of, and ability to speak the English language. Such an interview is not intended to provide an exact or complete assessment of a student's oral language proficiency. The informal interview must not take the place of the formal CR Part 154 initial identification procedure.

**Placement in the appropriate instructional program begins after the administration of the NYSITELL.** Based on the results of the NYSITELL, students are identified either as ELL or English proficient (EP). Students who are identified as EP must enter a general education program. Similarly, students who are identified as ELL must be placed in a bilingual education or freestanding English as a New Language program (ENL) program.

- ✓ **ELL PROGRAM PLACEMENT GUIDELINES:** Students who are **identified as English proficient (COMMANDING)** on the NYSITELL, must be placed in the general education program; those identified as ELL must be placed in a Bilingual Education or free-standing ENL program. **Parents of students identified as ELLs must be notified by letter of their child's identification and placement in a bilingual or free-standing ENL program.**

In the event of unforeseen placement delays, the schools must temporarily place the newly enrolled student in the program that is most appropriate, based on the available information. Under no circumstances should students be kept out of school or denied instruction while awaiting final completion and determination of the identification process.

Each school district having an enrollment of 20 or more pupils with limited English proficiency in the same grade, the same building, all of whom have the same native language, which is other than English, shall provide such pupils with Bilingual Education programs. Parents have the option to withdraw their child only from participation in a Bilingual Education

instructional program. Prior to withdrawing their child from such a program, they must meet with the coordinator of the bilingual education program and the building principal. Parents also have the option to transfer their child into a bilingual education program if such a program is offered in another building in the same school district. However, as a minimum, the student must participate in a free-standing ESL program. There is no withdrawal option for ESL programs placement.

Students enrolled in grades K-12 can remain in a bilingual program based on Part 154 regulations and availability of programs.

ELLs must receive instruction in an ENL program until they reach the "proficient" level on the NYSESLAT, regardless of years of service. Students receiving ENL Services beyond 6 years are classified as Long Term ELLs and must be reported as such on the annual CR Part 154 data information/report. After the sixth (6) year, districts must continue to provide ENL services. No State funding will be generated, however, they continue to receive funding under Federal NCLB Title III. State and Federal laws and regulations require that all ELLs receive services until they score proficient on the NYSESLAT. For additional information please see the Official Ruling on Year of Services for LEP/ELLs from NYSED.

✓ **OPTING OUT OF SERVICES AND NYSESLAT:**

**There is no opting out from ENL and the NYSESLAT once a child is identified and placed in the ENL program. Parents and or students may not withdraw from ENL services.** New York State requires that all identified ELL students receive ENL instruction appropriate to their proficiency level. Parents do not have the option to withdraw their child from an ENL program. They may however choose between programs offered within a school district such as Bilingual and Dual Language. For further guidance, refer to the on the Office of Bilingual Education website and look for the NYS Memo entitled: [Parent Withdrawal Memo to Field 5-09](#)

✓ **QUESTIONS?**

Questions regarding English Language Learners?

Contact the ECSDM Department of Bilingual, English as a New Language (ENL) and World Languages Department at: **(845) 326-1302**.