

Limited English Proficient Students:

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

Virginia Department of Education
Updated September 2012

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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 *No Child Left Behind Act of 2001*, 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 *No Child Left Behind Act*;
 - 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 *No Child Left Behind Act of 2001*(NCLB) requires that LEP students participate in state content assessments. NCLB 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 (see Table 1 for eligibility criteria)
- ✓ Virginia Grade Level Alternative (VGLA) *Reading* assessment (see Table 1 for eligibility criteria)
- ✓ Exemption from testing where permitted with an explanation for the exemption (see 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 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 NCLB, 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. However, 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 take 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.

See 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 on 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 Virginia English Language Proficiency Levels and ACCESS for ELLs Overall Score (Composite) ranges. 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 Virginia English Language Proficiency Levels and ACCESS for ELLs Overall Score (Composite) Ranges

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

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. See 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 (word-to-word is recommended)
 - English dictionary (without a thesaurus)
 - 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. See Appendix C for detailed information on indirect linguistic accommodations. The following indirect linguistic accommodations are available to LEP students:
 - Flexible schedule
 - Template to show one item at a time on a paper/pencil test (Visual Aid)
 - 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 both bilingual and English dictionaries, read-aloud or audio, the *Plain English Mathematics* test, and a flexible schedule 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* available to LEP students in grades 3 through 8, and *Writing* assessments 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. (The read-aloud and audio accommodations are not available on the reading test.)

See 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. All assessment determinations must be documented in the dually identified student’s IEP/504 plan **and** the LEP Student Assessment Participation Plan.

The following guidelines are provided for IEP Teams/504 Committees and LEP Committees to determine collaboratively the assessment participation for dually identified students:

1. All assessment participation determinations, including eligibility for alternate and/or alternative assessments, are first based on the dually identified student’s disability, then on LEP status as defined in the *No Child Left Behind Act* of 2001.
2. Testing accommodations are assigned based on the dually identified student’s disability first, then on the student’s LEP status.
3. Certain test exemptions are available for LEP students and must be documented in the IEP/504 Plan and the LEP Student Assessment Participation Plan as resulting from the dually identified student’s LEP status.

The following questions and answers are provided for clarification:

Q1. Is the dually identified student who participates in SOL testing based on his/her disability also eligible for the LEP test accommodations?

Yes. Both the special test accommodations for students with disabilities and LEP test accommodations are available to the dually identified student who participates in SOL testing based on his/her disability. LEP test accommodations are available as long as the accommodations are based on the student’s LEP status.

Q2. Is the dually identified student who participates in SOL testing based on his/her LEP status also eligible for the same special test accommodations as students with disabilities?

No. Only LEP test accommodations are available to the dually identified student whose eligibility for testing accommodations is based on his/her LEP status.

Q3. Is the dually identified student who participates in the *Plain English Mathematics* test based on his/her disability also eligible for LEP test accommodations?

Yes. Both the special test accommodations for students with disabilities and LEP test accommodations are available to the dually identified student who participates in the *Plain English Mathematics* test based on his/her disability. LEP test accommodations are available as long as the accommodations are based on the student's LEP status.

Q4. Is the dually identified student who participates in the VGLA reading assessment and/or *Plain English Mathematics* test based on his/her LEP status also eligible for the same special test accommodations as students with disabilities?

No. Only LEP test accommodations are available to the dually identified student who participates in the VGLA reading assessment and/or *Plain English Mathematics* test based on his/her LEP status.

Q5. Is the dually identified student who participates in the VAAP assessment based on his/her disability also eligible for LEP test accommodations?

Yes. Both the special test accommodations for students with disabilities and LEP test accommodations are available to the dually identified student who participates in the VAAP assessment based on his/her disability. LEP test accommodations are available as long as the accommodations are based on the student's LEP status.

Q6. Are LEP test exemptions available to the dually identified student?

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

The following table summarizes the information in the previous questions.

Table 4: Overview of SOL Assessment Participation of Dually Identified LEP Students

Dually Identified Student State Assessment Participation	Available Accommodations	
	SWD Accommodations	LEP Accommodations
SOL assessments based on disability	Yes	Yes
SOL assessments based on LEP status	No	Yes
<i>Plain English Mathematics</i> test based on disability	Yes	Yes
VGLA <i>Reading</i> assessment and/or <i>Plain English Mathematics</i> test based on LEP status	No	Yes
VAAP assessment based on disability	Yes	Yes

Appendix A

Direct and Indirect Linguistic Testing Accommodations for Standards of Learning Assessments

Content Area					No.	Description	ACCESS for ELLs Overall Scores (Composites)				
R	M	S	H	W			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											
	✓	✓	✓	✓	10	Reading in English of test items (except for the reading test)	•	•	•		
	✓	✓	✓	✓	11	Audio version of test items (except for reading test)	•	•	•		
✓	✓	✓	✓	✓	17	Bilingual dictionary	•	•	•	•	•
				✓	25	Dictation in English to scribe	•	•	•		
✓	✓	✓	✓	✓	29	English dictionary	•	•	•		
	✓				A	“Plain English” version of the mathematics test (grades 3 through 8 and Algebra I)	○	○	○		
Indirect Linguistic Accommodations											
✓	✓	✓	✓	✓	1	Flexible schedule					
✓	✓	✓	✓	✓	4	Visual Aid (i.e., template to show only one item at a time)					
✓	✓	✓	✓	✓	18	Mark in test booklet or respond verbally					

Key

R=Reading M=Mathematics S=Science H=History/Social Science W=Writing

✓	These accommodations are available for the content area.
No.	Number corresponds with the “Special Test Accommodations Codes” found on the student’s answer document, student test details screen in PearsonAccess, and in the SOL <i>Examiner’s</i> and <i>Test Implementation</i> manuals.
•	These accommodations are recommended for LEP students if they possess the literacy skills necessary to use the accommodations.
	These accommodations are available as specified in the LEP Student Assessment Participation Plan.
	These accommodations are not available for the content area.
○	Refer to the Plain English Mathematics guidelines under Direct Linguistic Accommodations for the details regarding eligibility criteria in Appendix B.

Appendix B

Direct Linguistic Accommodations

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

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

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

LEP students who require the read-aloud or audio accommodation must be identified prior to the assessment. When reading the test 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 ePATs 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:

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:

www.doe.virginia.gov/testing/participation/index.shtml.

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 F of the Examiner's Manuals.

Read-aloud (accommodation code 14) or Audio Accommodation (accommodation code 15) on the EOC Reading Test

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 and/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 F of the Examiner's Manuals.

Bilingual Dictionary (accommodation code 17)

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

- LEP students will be allowed to use only a paper, general, word-to-word bilingual dictionary.
- LEP students may not use a content specific or specialized bilingual dictionary.
- LEP students may not use electronic bilingual dictionaries or translators.
- Either a school-owned or student-owned bilingual dictionary may be used.
- The student should be familiar with the bilingual dictionary. SOL testing should not be the first time a 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.
- If a bilingual dictionary in the student's native language is not available, a general English dictionary may be used on the SOL tests (see below for details).

English Dictionary (accommodation code 29)

LEP students may use an English dictionary when a bilingual dictionary in the student's native language is not available or when the LEP Student Assessment Participation Plan specifies an English dictionary. The English dictionary must meet these guidelines:

- The English dictionary must be a general dictionary without a thesaurus section.
- The English dictionary must be a paper dictionary. Electronic dictionaries are not allowed.
- Either a school-owned or student-owned English dictionary may be used.
- The English dictionary should be familiar to LEP students. SOL testing should not be the first time a student uses the dictionary.
- The English dictionary must not be altered with hand-written notes in the margins nor include additional materials, such as class notes.
- Beginning with the Spring 2013 *Writing* assessment, the English dictionary is not permitted to be used on the multiple-choice component of the SOL *Writing* test based on the 2010 standards.

Dictation in English to a Scribe (accommodation code 25)

Short paper Component of the Writing Assessment only

The student will dictate in English his/her response to the prompt for the short-paper component of the *Writing* assessment to a second person (scribe) who will transcribe it. 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 and audio record 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 F of the Examiner's Manuals.

Plain English *Mathematics* (accommodation code A)

LEP students may be assessed in mathematics using the Plain English versions of the grades 3 through 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 D of the *Examiner's Manuals* located at:

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

Flexible Schedule (accommodation code 1) (e.g. planned breaks and multiple test sessions)

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 must complete the test in one school day. This is available for both online or paper/pencil tests. The break must be supervised. Test security must be maintained at all times during the break. 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, and must not disrupt other students who are continuing to test.

If the student is testing online, the student should either be *Exited* from the online test or the computer monitor should be turned off prior to the break 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 is turned off and the student did not *Exit*, the student should return to his/her work station and turn the monitor back on.

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) (template to show one item at a time)

LEP students must be administered a paper/pencil test when using a template to show only one item at a time. This accommodation is not applicable for online tests because only one item is displayed at a time for all students.

Student Marks Test Booklet, Responds Verbally, Points, or Indicates a Response 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/Proctor. 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 the regular or an enlarged copy of the answer document or by clicking the answer online or circling answers in their test booklet may have an Examiner/Proctor record their responses. An audio or video must be made of the exchange or the session may be proctored by a second adult. 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 F).

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 _____

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

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	Content Area				
	R	M	S	H	W
Reading in English of test items (except for the reading test)					
Audio version of test items (except for the reading test)					
Bilingual dictionary					
English dictionary					
Dictation in English to scribe (writing: short paper component only)					
“Plain English” <i>Mathematics</i>					
Indirect Linguistic Accommodations	Content Area				
	R	M	S	H	W
Flexible schedule: Testing is completed using a flexible schedule that may include breaks.					
Visual Aid (i.e., template to show only one item at a time)					
Mark in test booklet or respond verbally					

- 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

Appendix D (continued)

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)

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

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	Content Area				
	R	M	S	H	W
Reading in English of test items (except for the reading test)					
Audio version of test items (except for the reading test)		✓	✓		✓
Bilingual dictionary	✓	✓	✓	✓	✓
English dictionary	✓				✓
Dictation in English to scribe (writing: short paper component only)					
“Plain English” <i>Mathematics</i>		✓			
Indirect Linguistic Accommodations	Content Area				
	R	M	S	H	W
Flexible schedule: Testing is completed using a flexible schedule that may include breaks.					
Visual Aid (i.e., template to show only one item at a time)					
Mark in test booklet or respond verbally					

- 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 both English and bilingual dictionaries 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.

Appendix D (continued)

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)

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

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	Content Area				
	R	M	S	H	W
Reading in English of test items (except for the reading test)					
Audio version of test items (except for the reading test)			✓	✓	
Bilingual dictionary	✓		✓		✓
English dictionary	✓				✓
Dictation in English to scribe (writing: short paper component only)					
“Plain English” <i>Mathematics</i>					
Indirect Linguistic Accommodations	Content Area				
	R	M	S	H	W
Flexible schedule: Testing is completed using a flexible schedule that may include breaks.					
Visual Aid (i.e., template to show only one item at a time)					
Mark in test booklet or respond verbally					

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

V. Comments for the general education teachers:

Reading

Min struggles with vocabulary and comprehending poetry and nonfiction. Dictionaries are helpful; she uses both English and bilingual dictionaries.

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) WIDA[®] ACCESS for ELLs[®] test administered Spring 20____

Test Tier _____ Composite Score _____ Literacy Score _____

OR

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

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 (List those that apply)	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 _____