



ELL District Collaborative

Nov. 1, 2017

SPED procedures for ELL students

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Identification of students

HLS indicates potential ELL student, but the student has been identified as having or may have a disability--what now?

IEP Meeting

Is the language acquisition a disability issue? Is there a significant cognitive disability?

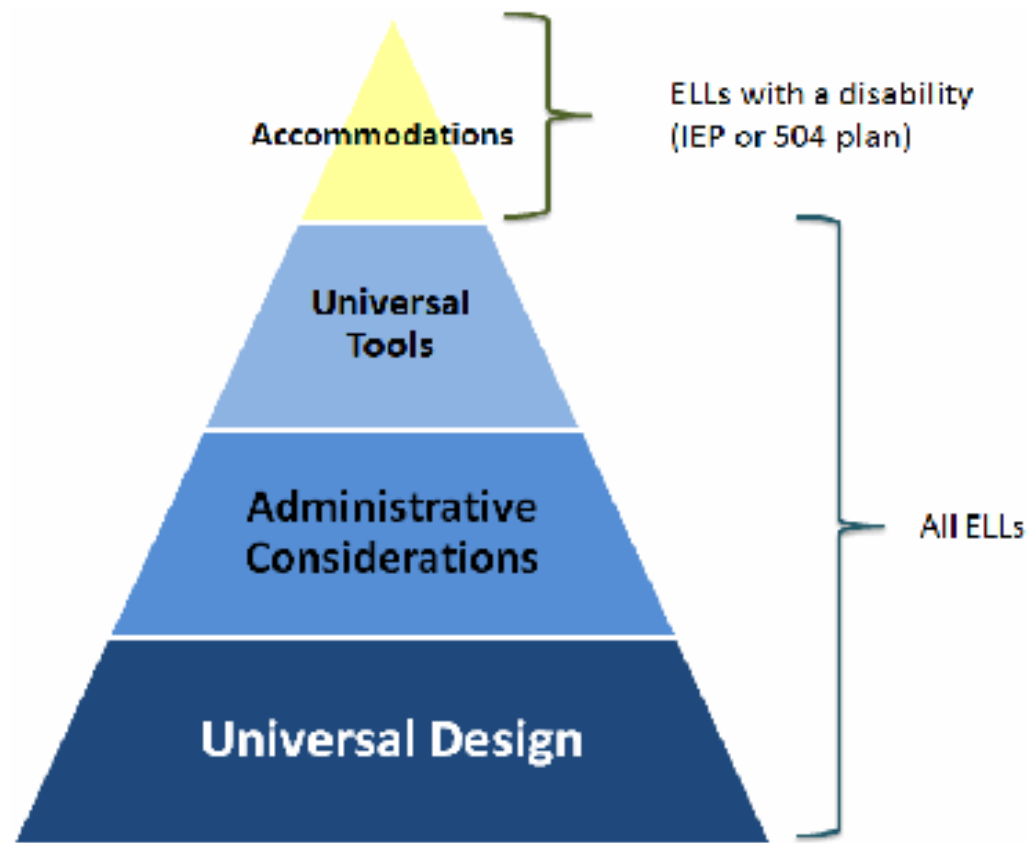
What services best meet the needs of the student at this time?



Universal Tools in WIDA

Universal tools include:

- Audio aids
- Color contrast
- Color overlay
- Highlighters, colored pencils or crayons
- Keyboard navigation
- Line guide or tracking tool
- Low-vision aids, or magnification devices
- Sticky notes
- Scratch paper



Accommodations

ELLs with a disability
(IEP or 504 plan)

**Universal
Tools**

**Administrative
Considerations**

All ELLs

Universal Design



WIDA Accommodations

Questions to support selecting accommodations

1. Does the student use the accommodation on a regular basis to address his or her learning challenge in the classroom during instruction and testing?
2. Does the accommodation address the challenge faced by the student?
3. Is the accommodation allowable for ACCESS for ELLs 2.0 ELP testing?
4. Does the accommodation adhere to your state policies for the accommodation of ELLs with disabilities on language proficiency assessments?



WIDA Alternate ACCESS for ELLs

Purpose

The Individuals with Disabilities Education Act of 2004 (IDEA) requires states to develop and implement alternate assessments for students with significant cognitive disabilities who cannot participate in state and districtwide assessments, even with accommodations. [State ELP assessments](#) are included in this requirement. WIDA created the Alternate ACCESS for ELLs to meet federal accountability requirements and to provide educators with a measure sensitive to English language proficiency growth of ELs with significant cognitive disabilities.

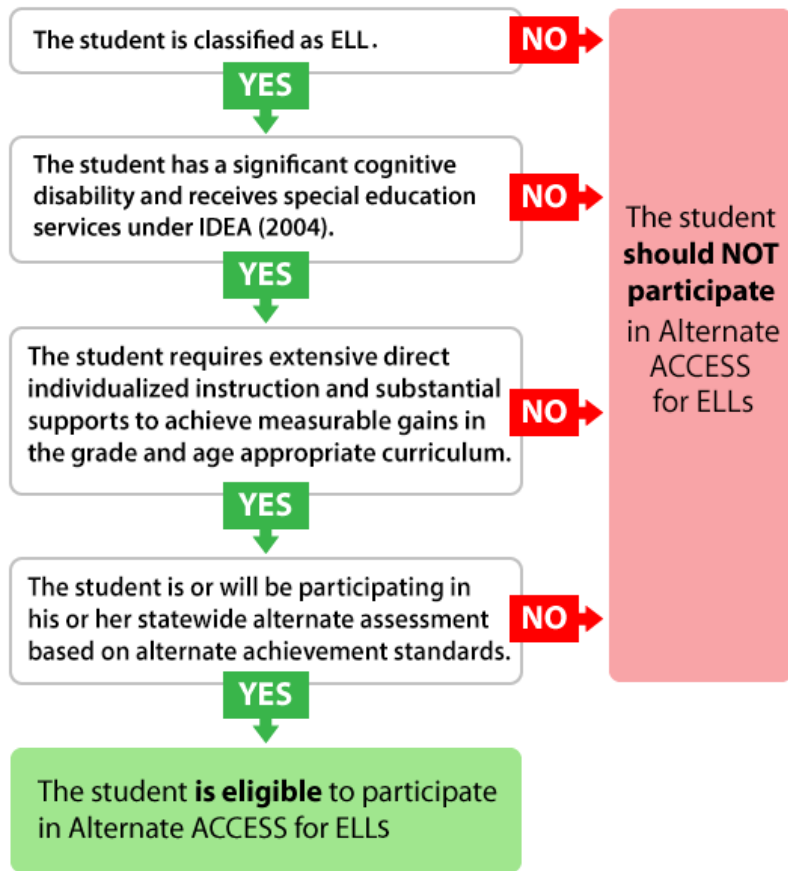


Participation Criteria

IEP teams may use the following criteria to determine student eligibility for participation in Alternate ACCESS for ELLs:

- The student is an ELL.
- The student has a significant cognitive disability and receives special education services under IDEA (2004).
- The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum.
- The student is or will be participating in his or her statewide alternate assessment based on alternate academic achievement standards.

Alternate ACCESS for ELLs Participation Criteria Decision Tree



Check with your state education agency for your state's specific participation criteria for Alternate ACCESS for ELLs.



FAQ's

Can an IEP team determine an ELL student does not need to participate in English language proficiency testing? No. Federal law requires all students identified as an English language learner be assessed annually in the language domains of Reading, Writing, Speaking and Listening. IEP and 504 teams may make determinations on **how** a student will participate, not **if** the student will participate. Each state provides guidelines on rare instances in which alternative testing or exemption from specific language domains may be allowed and the process for making that determination. IEP teams must follow the SEA policy. Check your state's page on the WIDA website at www.wida.us/membership/states.



FAQ's

What options are available for students who are blind?
Accommodations Supplement.

Refer to Section 1.3 of the Accessibility and

WIDA provides ACCESS for ELLs 2.0 tier B, grades 1 -12 in the language domains of Reading, Writing and Listening.

Grades 1 – 5 are available in both uncontracted and contracted UEB. Grades 6 – 12 are available in both uncontracted and contracted EBAE.

The Speaking domain is **not** available in braille format.

The use of screen reader software is **not** currently available for the online testing platform.

This paper-based assessment must be given only to students who are proficient in English based braille. If the student is not proficient in braille, it is not possible to ascertain if the ACCESS for ELLs is measuring the student's English proficiency or braille proficiency. Thus, the resulting score is not a reliable measure of the student's English language proficiency. Check with your SEA on how to assess students who are not braille proficient.



FAQ's

Should a student who has a vision impairment take the online test or the Large Print paper test?

WIDA recommends students practice taking the online sample items to see if the embedded magnification tools with or without a large screen computer are a good fit. If the embedded supports do not meet the needs of the student, then the IEP team should consider either a large print test or a regular test with a familiar magnification device such as a CCTV.

Refer to Section 1.3 of the Accessibility and Accommodations Supplement.



FAQ's

What options are available for students who are deaf or hard of hearing?

WIDA recommends that students who use a manual communication system or lip reading as their primary mode of receptive communication or a sign system as their expressive communication take the assessment in the paper-based assessment. The paper-based administration allows the student to access human reader accommodations. Even with additional supports provided through accommodations, some domains may not be accessible to students who are deaf/hard-of-hearing.


American Sign Language (ASL) may not be used for items or answer choices on the ACCESS for ELLs assessment, as it violates the construct of the assessment. Only directions may be provided in ASL.

Refer to Section 1.3 of the Accessibility and Accommodations Supplement, and FAQ




Assessing EL Students for Special Needs

According to the TNDOE, Civil Rights laws prohibit students from being placed in SPED if their difficulty in school is primarily the result of cultural linguistic differences.



When an EL student is referred for a special needs assessment, care must be taken to ensure:

- The student's difficulties are not caused by a lack of English skills alone.
- Difficulties in English, including pronunciation, are not being mistaken for a Speech/Language disorder.



Only after documenting problematic behaviors and eliminating extrinsic variables as causes of these problems should the possibility of the presence of a disability be considered.



Points to Remember

- Interference from an EL's home language may cause him/her to be unable to discriminate or clearly produce English sounds
- It generally takes ELs 18 months to two years to develop conversational speech and five to seven years to develop proficiency in the academic language used in school
- Oral fluency in English may not be an indication that an EL student has the overall English language skills necessary for academic success.
- There is no such thing as a culture-free test.
- All tests given in English are tests of English Language Proficiency, regardless of the content of the test.



Small Groups

Group 1 - Discuss skills that students need to exit ELL (Pass the WIDA Access) and ways to document how they are progressing.

Group 2 - What kinds of tests or screeners can we give students to determine if a student has special needs or if there is an English language barrier?



Points to Remember

- Many learning styles are culturally determined
- The culturally-based behavior of EL students must be distinguished from behavior indicative of special education needs.
- Parents and family members of an EL student who may be eligible for special education or disability services have valuable information that can help in developing an appropriate plan for that student
- Processing or testing for special education services may not be delayed beyond the period of adjustment often referred to as the silent period.