

Limited English Proficient Students: Guidelines for Participation in the Virginia Assessment Program



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Limited English Proficient Students: Guidelines for Participation in the Virginia Assessment Program

This document provides information about the participation of Limited English Proficient (LEP) students in the Virginia Assessment Program and includes the following:

- the definition of an LEP student;
- the procedures for determining the LEP student'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 LEP students with disabilities.

I. Definition of Limited English Proficient (LEP) Student

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 LEP student 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 LEP Student's Participation in the Virginia Assessment Program

Section 1111 (3) (C) (v) of the [ESEA](#) requires that LEP students participate in state content assessments. The [ESEA](#) 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." Accordingly, as with all students enrolled in Virginia public schools, all LEP students 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 LEP student, “A school based committee shall convene and make determinations regarding the participation level of LEP students in the Virginia assessment program” as required by Section 8 VAC 20-131 G of the [Regulations Establishing Standards for Accrediting Public Schools in Virginia](#), dated March 27, 2015. Therefore, a school based LEP Committee should be formed to determine how the LEP student will participate in the Virginia Assessment Program and which, if any, testing accommodations and/or exemptions 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 should include:

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

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 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);
- Virginia Grade Level Alternative (VGLA) *Reading* assessment (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 LEP Student Assessment Participation Plan and conveyed to the LEP student’s parent(s) or guardian(s). Refer to [Table 2](#) for an overview of the exemptions from SOL assessments available to LEP students.

Table 1. Plain English Mathematics SOL Test and VGLA Reading Assessment Eligibility¹

Grade-Level Cluster	ACCESS for ELLs Overall Score (Composite) ²	Plain English Mathematics Grades 3-8 and Algebra I SOL 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

¹ LEP students may participate in the Plain English *Mathematics* SOL 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.

² Eligibility 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 Measure of Developing English Language (MODEL[™]) score may be used for LEP students without ACCESS for ELLs scores. Information about WIDA assessments is available at <http://www.wida.us>.

³ Information about the VGLA *Reading* assessment is available at http://www.doe.virginia.gov/testing/alternative_assessments/index.shtml.

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 SOL <i>Reading</i> test.
Mathematics	LEP students may not be exempted from the SOL <i>Mathematics</i> tests.
Science	LEP students may not be exempted from the SOL <i>Science</i> tests.
History/ Social Science	LEP students in grades 3 through 8 may exercise a one-time exemption from the SOL <i>Virginia Studies</i> or <i>Civics & Economics</i> tests ⁴ . No exemption is available for the End-of-Course SOL <i>History/Social Science</i> tests.
Writing	LEP students may exercise a one-time exemption from the Grade 8 SOL <i>Writing</i> test ⁴ . No exemption is available for the End-of-Course SOL <i>Writing</i> test.

⁴ [Regulations Establishing Standards for Accrediting Public Schools in Virginia](#), §8 VAC 20-131-30 G, dated March 27, 2015

III. Determining How an LEP Student Will Be Assessed

The LEP committee will determine an LEP student’s participation in SOL assessments for each content area. Consideration should be given to the LEP student’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 LEP student will 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 SOL *Reading* and *Mathematics* tests)?
2. Should the LEP student 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 LEP student take the Plain English SOL *Mathematics* test in grades 3 through 8 or the Plain English SOL *Algebra I* test, recognizing that the LEP student is in the first year of enrollment in a United States school?
4. Based on the LEP student's ACCESS for ELLs Overall Score (Composite), is the LEP student eligible to take the VGLA *Reading* assessment in grades 3 through 8? Refer to [Table 1](#) for eligibility criteria.
5. Based on the LEP student's ACCESS for ELLs Overall Score (Composite), is the LEP 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.
6. Does the LEP student receive accommodations on a routine basis during classroom instruction and classroom assessment in the content area covered by the SOL assessment?
7. Is the LEP student 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 LEP students.

If an LEP student 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 LEP Committee **and** documented in the student's IEP or 504 Plan as well as the student's LEP Student 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 Limited English Proficient and with a Disability](#), of this document provides information on students dually identified as limited English proficient and with a disability.

IV. Providing Appropriate Testing Accommodations to LEP Students

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 LEP student are designed to address unique linguistic needs during the normal process of English language acquisition. When appropriately assigned, testing accommodations offer an LEP student 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 LEP student's content area achievement. Testing accommodations must not provide the LEP student an unfair advantage. Likewise, testing accommodations must not disadvantage the LEP student.

Testing accommodations for an LEP student 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 LEP student's performance. The LEP Committee should determine the appropriate testing accommodations for each LEP student for each SOL assessment.

1. Testing Accommodations Available to LEP Students:

The testing accommodations available to LEP students 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 LEP students on the SOL assessments:
 - 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*)

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

- Indirect linguistic testing accommodations involve adjustments to the conditions under which LEP students take SOL tests. The following indirect linguistic testing accommodations are available to LEP students on the SOL assessments:
 - Flexible schedule
 - Visual Aids
 - Student Indicates a Response

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

While all direct and indirect linguistic testing accommodations are available to all LEP students, as deemed appropriate, certain testing accommodations may be more appropriate for LEP students at particular English language proficiency levels and for certain SOL assessments as determined by the LEP Committee. Appendix B in the [Examiner's Manuals](#) for SOL

assessments summarizes direct and indirect linguistic testing accommodations that are matched to *recommended* ACCESS for ELLs Overall Scores (Composites).

Beginning in fall 2015, certain adjustments to the conditions under which SOL tests may be administered are available to any student as needed. Refer to Appendix B in the [Examiner's Manuals](#) for SOL assessments for 2015-2016 for details.

2. 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 ACCESS for ELLs Overall Score (Composite) Ranges and the corresponding Virginia English Language Proficiency Levels. Students at Virginia English Language Proficiency Levels 1 through 5 are considered limited English proficient and may be eligible for testing accommodations on SOL assessments.

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 testing accommodations on SOL assessments based upon his/her current IEP or 504 Plan.

Table 3. Overview of ACCESS for ELLs Overall Score (Composite) Ranges and Virginia English Language Proficiency Levels

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

To determine the English language proficiency level of an LEP student with a hearing or visual impairment that prevents meaningful participation in ACCESS for ELLs testing, the *Virginia English Language Proficiency (ELP) Checklist for Limited English Proficient (LEP) 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 LEP student does not have a score from the ACCESS for ELLs test or the *Virginia ELP Checklist for LEP Students in K-12 with Hearing and Visual Impairments* from the previous spring, the W-APT or WIDA MODEL assessment may be administered to determine the student's level of English proficiency.

3. Considering Student Characteristics When Selecting Testing Accommodations:
The LEP Committee is responsible for developing a plan for each LEP student to facilitate his/her access to grade-level content instruction and to document the LEP student'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 LEP student's educational record, such as:

- demographic information, including grade, age, number of years in U.S., prior schooling;
- standardized testing scores, the 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 C](#). The scenarios in the following examples describe information the LEP Committee could include in the LEP Student Profile.

Example 1

Pablo is enrolled in the 5th grade for the 2015-2016 school year. He earned an Overall Score (Composite) of 2.3 on the spring 2015 ACCESS for ELLs 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 LEP Committee should consider Pablo'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. In grade 5 during the 2015-2016 school year, Pablo will be required to take the SOL *Reading, Mathematics, and Science* assessments.

Example 2

For the 2015-2015 school year, Min 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 Score (Composite) of 3.8 on the spring 2015 ACCESS for ELLs 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 LEP Committee should consider Min's unique characteristics to determine appropriate testing accommodations for her, such as the bilingual dictionary and the read-aloud test or audio test. In grade 10 during the 2015-2016 school year, Min 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 LEP Student Profile forms for the two students previously described.

4. Assigning Testing Accommodations to an LEP Student:

The following yes/no questions are provided to assist the LEP Committee in determining and assigning testing accommodations to an LEP student for the SOL assessments. The following questions should be asked for each testing accommodation being considered for each SOL test:

- Is the testing accommodation recommended for the LEP student’s ACCESS for ELLs Overall Score (Composite) (refer to [Appendix B](#))?
- Is the testing accommodation recommended for the SOL test (refer to [Appendix B](#))?
- Has the LEP student routinely used the testing accommodation during both classroom instruction and classroom assessment?
- Has the LEP student 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 LEP student to use on the SOL assessments. If the response to any question is “no,” the LEP Committee should *carefully* consider whether the testing accommodation is appropriate for the LEP student to use on an SOL assessment.

5. Documentation of Determinations:

Determinations of an LEP student’s participation 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 determinations about the LEP student’s participation in the SOL assessments, the parent or legal guardian should be notified in writing of the LEP Committee’s decision regarding each SOL assessment prior to test administration. If a decision to exempt the LEP student 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 LEP Student Assessment Participation Plan may serve as documentation of the LEP student’s participation in SOL assessments. A sample LEP Student 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 LEP student’s LEP Student 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 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 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 LEP committees must work *collaboratively* to determine the assessment participation of dually identified students following these guidelines:

- The IEP/504 team and LEP committee jointly determine the statewide assessment participation based on the dually identified student’s disability and LEP status.
- The IEP/504 team and LEP committee jointly determine testing accommodations based on the student’s disability and LEP status.
- Statewide assessment participation and testing accommodations must be documented in the student’s IEP/504 Management Plan and LEP Student 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 LEP status as documented in the student's LEP Student 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 VGLA *Reading* assessment based on his/her LEP status may also be eligible for the read-aloud or audio accommodation based on his/her disability status.

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

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

For questions regarding LEP students' participation in the Virginia Assessment Program, please contact the student assessment staff by [e-mail](mailto:student_assessment@doe.virginia.gov) 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"> • Grades 3 through 8* • End-of Course (EOC)
Mathematics	<ul style="list-style-type: none"> • Grades 3 through 8, includes computer adaptive tests (CAT) in grades 6, 7, and 8 • Grades 3 through 8 Plain English Version** (includes CAT in grades 6, 7, and 8) • EOC Algebra I • EOC Algebra I Plain English Version** • 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

*The Virginia Grade Level Alternative (VGLA) Reading Assessment is available to LEP students who meet the eligibility criteria. Refer to [Table 1](#) for details.

**The Plain English *Mathematics* tests in grades 3 through 8 or the Plain English *Algebra I* test are available to LEP students who meet the eligibility criteria. Refer to [Table 1](#) for details.

Appendix B

Direct and Indirect Linguistic Testing Accommodations for LEP Students

Content Area						Code	Testing Accommodation and Description	ACCESS for ELLs Overall Score (Composite) Ranges				
								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 Testing Accommodations (refer to Appendix B in the SOL Tests Examiner's Manuals for details)												
H	M		S	W	10	Read-Aloud Test • Tests are read (in English only) to the student. Must be recorded or proctored.	•	•	•	✓	✓	
H	M		S	W	11	Audio Test • A pre-recorded (in English only) version of the test items.	•	•	•	✓	✓	
		R			14	Read-Aloud Reading Test • Reading test is read (in English only) to the student. Must be recorded or proctored. Student must meet specific criteria.	○	○	○	○	○	
		R			15	Audio Reading Test • A pre-recorded (in English only) version of the Reading test items. Student must meet specific criteria.	○	○	○	○	○	
H	M	R	S	W	17	Bilingual Dictionary • LEP students may use a word-to-word bilingual dictionary.	•	•	•	•	•	
				W	25	Dictation to a Scribe • Dictation (in English only) to a scribe (short-paper component only). Must be recorded or proctored. Requires transcription.	✓	✓	✓	✓	✓	
H	M	R	S	W MC	29	English Dictionary • Writing Tests: ▪ 2010 SOL- allowed on short-paper component for Grades 8 and EOC. ▪ 2002 SOL-allowed on both components for EOC. • Non-Writing Tests: LEP students may use a general English dictionary.	The English dictionary is not permitted on the MC/TEI component of the Writing (2010 SOL) test.					
				W SP								✓
	M				A	Plain English Mathematics Test • Grades 3-8 <i>Mathematics</i> and <i>Algebra I</i> only. • LEP student must meet eligibility criteria for participation. See Table 1 for details.	ACCESS for ELLs Overall Score (Composite) Ranges Grades 3-5: 1.0-3.5 Grades 6-8: 1.0-3.3 Grades 9-12: 1.0-3.5					
Indirect Linguistic Testing Accommodations (refer to Appendix B in the SOL Tests Examiner's Manuals for details)												
H	M	R	S	W	1	Flexible Schedule • Testing with breaks requires the test to be completed within one school day; • Multiple test sessions that involve testing over more than one school day require a paper/pencil 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 • Visual templates showing one word, sentence, line, or test item at a time (available with paper/pencil tests only).	✓	✓	✓	✓	✓	
H	M	R	S	W	18	Examiner Records Responses • Student responds verbally, points, or marks in test booklet to indicate a response. May need to be recorded or proctored. Requires transcription.	✓	✓	✓	✓	✓	

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.
•	The testing accommodation is <u>recommended</u> for LEP students if they possess the literacy skills necessary to use the accommodation.
✓	The testing accommodation is <u>available</u> if it is specified in the LEP Student Assessment Participation Plan.
○	Student <u>must meet eligibility criteria</u> to receive the testing accommodation. Refer to the testing accommodations guidelines for the details regarding eligibility criteria (refer to Appendix B in the SOL Test Examiner's Manuals for details).

Appendix C

**SAMPLE
LEP Student Profile Form
20__-20__ School Year**

I. Demographic Information

Name _____ First Language _____
 Grade _____ First Language Literacy yes or no
 Age _____ Country of Origin _____
 Years in U. S. Schools _____ Years in native country schools _____
 Interrupted education yes or no

II. Standardized Testing Information

ELP Screening Assessment and Score _____ Date _____

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

Spring 20__ Testing

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 Tests 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 testing accommodations assigned to the LEP 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
Read-Aloud Test					
Audio Test					
Bilingual Dictionary					
English Dictionary					
Dictation to a Scribe					
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
Flexible Schedule					
Visual Aids					
Verbal Response					

R: Reading

M: Mathematics

S: Science

H: History/Social Science

W: Writing

V. Comments for the general education teachers:

Reading

Mathematics

Science

History/Social Science

Writing

Example 1

**LEP Student Profile Form
2015-2016 School Year**

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 1 Years in native country schools 4
 Interrupted education yes or no

II. Standardized Testing Information

ELP Screening Assessment and Score _____ Date _____

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

Spring 2015 Testing

Tier A B C

Overall Score (Composite)	<u>2.3</u>	Listening	<u>3.9</u>
Literacy Score	<u>1.9</u>	Speaking	<u>3.3</u>
Comprehension Score	<u>2.3</u>	Reading	<u>1.9</u>
Oral Language Score	<u>3.7</u>	Writing	<u>1.9</u>

The following scaled scores are provided on the Standards of Learning Tests Score Reports:

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	EOC
Reading		Exempt					
Mathematics		PEM 403					
Science							
History/Social Science		Virginia Studies Exempt					
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					C								
Mathematics					B								
Science					C								
History/Social Science					C+								
Writing					C								

IV. Indicate the testing accommodations assigned to the LEP 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
Read-Aloud Test					
Audio Test		✓	✓		
Bilingual Dictionary	✓	✓	✓		
English Dictionary					
Dictation to a Scribe					
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
Flexible Schedule		✓	✓		
Visual Aids					
Verbal Response					

R: Reading

M: Mathematics

S: Science

H: History/Social Science

W: Writing

V. Comments for the general education teachers:

Reading

Pablo struggles because he is a beginning English learner. He uses a bilingual dictionary 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 mixes English and Spanish vocabulary occasionally.

Example 2

**LEP Student Profile Form
2015-2016 School Year**

I. Demographic Information

Name Min Choe

Grade 10

Age 16

Years in U. S. Schools 4

First Language Korean

First Language Literacy yes or no

Country of Origin Korea

Years in native country schools 6

Interrupted education yes or no

II. Standardized Testing Information

ELP Screening Assessment and Score _____ Date _____

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

Spring 2015 Testing

Tier A B C

Overall Score (Composite) 3.8

Literacy Score 3.0

Comprehension Score 3.6

Oral Language Score 5.6

Listening 3.8

Speaking 6.0

Reading 3.5

Writing 2.8

The following scaled scores are provided on the Standards of Learning Tests 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 & Economics 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+	B	C+			
History/Social Science								C+	B	B			
Writing								C	C	C+			

IV. Indicate the testing accommodations assigned to the LEP 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
Read-Aloud Test					
Audio Test			✓	✓	
Bilingual Dictionary			✓		✓
English Dictionary					
Dictation to a Scribe					
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
Flexible Schedule					
Visual Aids					
Verbal Response					

R: Reading

M: Mathematics

S: Science

H: History/Social Science

W: Writing

VI. Comments for the general education teachers:

Reading

Min struggles with vocabulary and comprehending poetry and nonfiction. Dictionaries are helpful. She uses an English dictionary in the classroom only and a bilingual dictionary in the classroom and on SOL tests.

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 D

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) ACCESS for ELLs test administered Spring 20__

Test Tier _____ Composite Score _____ Literacy Score _____

OR

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

OR

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 Testing Accommodations	Participation in the Assessment With Testing Accommodation(s) (Specify details for implementation of testing accommodations.)	Participation in the Virginia Grade Level Alternative Assessment (Refer to page 4 for eligibility criteria.)	Exempted from Participation in the SOL Assessment (Refer to page 3 for details.)
Reading				Reason: LEP student 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				

LEP Team Members' Signatures

ESL Teacher/Title III Coordinator _____ **Date** _____

Course Content Teacher _____ **Date** _____

Building Administrator or Designee _____ **Date** _____

Parent/Guardian _____ **Date** _____

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

Other _____ **Date** _____