

## IELLAAC Meeting on November 9, 2007 at the IRC

### 1. Introductions

- Dr. Diep Nguyen was the facilitator
- Joyce Zurkowski has stepped into a new position (8 weeks) as the state division administrator for student assessment
- Margo gave the background on how assessments came about
- IMAGE was never to be used to measure academic achievement; it was a proficiency English assessment
- There was discussions how Illinois keeps getting the same problem over and over (history repeats itself) and that we should work on a solution not just a band-aid approach to the problem
- Joyce explained how and why IMAGE was dropped (very lengthy explanation)
- She stated that there are no better options than ISAT because the state must pass peer review or lots of money would be lost
- There is no time to create a test
- The state tried to change IMAGE to meet the peer review (4 times), but it wasn't enough; Joyce stated that the decision has been made to drop IMAGE and that info has been given to the Feds and there is no going back
- ISAT and IMAGE was compared and there is no alignment and the weighting was not the same particularly the Reading component
- ISAT will be used for this school year and the next
- We need to look at accommodations for this year and it may be different for what we do next school year
- Joyce was questioned whether she has had communication with the Feds and whether experts such as Margo were involved in the communication to get the Feds to understand the impact on our students
- Conversations continue between the state and the Feds
- People were very frustrated and Diep asked that the for future decisions that the experts be involved and that the process be transparent because there was a memo on IWAS stating that experts in the field were involved and that the decision of dropping IMAGE was made, but people felt that nobody was involved and the state made the decision without any collaboration from "us"
- Testing at the High school level was discussed
- ACT doesn't allow accommodations or you violate the ACT rules and there will be no ACT reports for students

### 2. ISBE Update on ISAT for ELLs

- Decision has been made and nothing can be changed
- ELL is at the top of the list on state level
- We need to be involved with the Request For Proposal; RFP is long term

3. Discussions of impact of ISAT testing and recommendations to the Illinois Bilingual Education Advisory Council on the following short term issues:

- Accommodations for ELLs taking the ISAT in Spring 2008

Joyce's suggestions:

Look at on-site accommodations

Can't translate reading; maybe the directions

Word-for word glossary (Spanish and English side by side)

Look at those who do not speak Spanish

Reader script in Spanish

Utilize audio-tapes

The accommodations will go through state peer review committee.

A list of accommodations in English and Native language was provided.

We were broken into small groups to discuss accommodations.

Diep wanted us to come up with our best 5 ideas keeping in mind whether the accommodations can be implemented.

Debrief of small group work

Possible Accommodations

- Not to include scores of students who score less than 3 on ACCESS
- Break up ISAT in smaller chunks
- Provide glossaries in L1 to cover about 90% of the ELL population
- Extended response in native language should be acceptable
- Separate rubrics
- State should provide commercial Bilingual dictionaries for all languages
- Include any acceptable accommodations that are already on the IEP
- Provide written translated versions of the test or at least a plain language in math and science for ELLs
- Extended response eliminated or weighted down
- Allow a step by step poster or a posted template
- Read aloud the math and science test
- Read aloud the reading questions not the passage
- Standardized translated directions and repeated as frequently as needed
- Word bank
- Directions in multiple languages
- Explain and clarify directions
- Off level testing
- Audio tapes of the items (language not discussed)
- Students that have a certain score on ACCESS not take ISAT
- Side by side translation

- Have L1 assessments for the top spoken language
- Using an aligned rubric to score the extended response
- Glossary with graphic support
- Extended or unlimited time
- Reading math and science prompts to students
- Translated ISAT in 5 to 6 most common languages including administrators script
- Commercial dictionaries for all other languages
- Extended time and more breaks

#### H.S. accommodations

- Reading aloud, simplify directions
- Customize glossary
- Double time
- Formula cards or math prompts
- Extended response
- Tested separately to provide accommodations
- ELLs take only math and reading
- Translated version of the test

A group worked out a plan for year 1, year 2, and year 2+ for a long term-solution. They also wanted the test to provide for native language assessment. A series of assessments need to be available for the different types of programs.

#### Voting for top policy recommendations

- Extended response changes, different rubric, answer in native language, eliminate the extended response (21) #1
- Extended time, break test in chunks, more breaks (21) #2
- L1 accommodations not including extended response in L1 (21) #3
- Read aloud the test in English (5)
- Use IEP accommodations for ELL students even if they are not SPED
- Things with graphic (visual) support (14) #4
- Clarify directions or explain in either L1 or L2, scripted or unscripted (13) #5

#### Other discussions

This will be shared with the advisory council. Hopefully, council will draft a formal list of accommodations.

Punitive actions should not be taken for the 07-08 LEP results.

We want guidance or a transparent statement from ISBE to make the public understand that ISAT is NOT a valid test for our ELL population. Provide the background of why we are at the step we are by the state superintendent to inform the public.

We are in a state where Bilingual Education is required but not assessed.

We feel that the state is doing the right thing by requiring Bilingual education.

Request that the Bilingual council and IELLAC be informed in a timely manner.

Joyce asked if we would like to be familiar with the peer review process which is on the ISBE accountability website.

Joyce indicated the process that will take place to get the accommodations approved, hopefully before Christmas and get the information out as soon as possible.

Hopefully, more concrete information can be given on the January Bilingual Conference.

- Assistance needed at the district and school levels to prepare ELLs to take the ISAT
  - Assistance needed at the state level to coordinate the change of tests and the smooth implementation of ISAT to ELLs
  - Assistance needed for schools to minimize the negative Public Relations impact of this testing on local schools in Spring 2008
4. Discussions and recommendations to the Illinois Education Advisory Council on the following long term goals:
- i. Appropriate and valid English academic achievement testing of ELLs
  - ii. Appropriate and valid English proficiency assessment for ELLs
  - iii. Academic achievement assessments in other target languages such as Spanish...
  - iv. Appropriate Second Language Proficiency assessments for Dual Language Students
  - v. Aligning Illinois Assessment Systems

RFP process will be discussed on November 29<sup>th</sup> at the IRC from 10 – 3p.m.