

English Language Proficiency Assessment (ELPA): Decision Making Considerations for English Learner Students With Disabilities (ELSWDs)

Definition of an English Learner: A national-origin-minority student who is limited-English-proficient. This term is often preferred to limited –English-proficient (LEP) as it highlights accomplishments rather than deficits. ELs are defined as limited English proficient (LEP), and when used with respect to an individual, means an individual who:

- Is aged 3 through 21;
- Is enrolled or preparing to enroll in an elementary school or secondary school;
- Was not born in the United States or whose native language is a language other than English;
- Is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - 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
 - 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
 - Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3); the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

Definition of a Student With a Disability: Students with an Individualized Education Plan (IEP) or 504 plan.

Considerations for IEP Teams:

- Decisions on exemptions from individual domains are based on access to the assessment, not on eligibility category or educational placement, and should be made on a case by case basis.
- An IEP team shall not exempt a student from all domains of the ELPA. Students identified as English Learners are required to participate in at least one domain as outlined in Executive Numbered Memo 001-2014-15- English Learner Students with Disabilities.
- Accessibility Supports on the ELPA (as well as any other state assessments) should mirror what is provided in instruction.

Considerations for IEP Teams (by domain):

	Listening	Speaking	Reading	Writing
Discussion Topics	<p>What are the students receptive language abilities?</p> <p>What receptive communication modes does the student use?</p> <p>Does the student respond to auditory content when provided in his/her dominant or preferred receptive communication mode?</p> <p>Is the communication technology that supports the student's dominant or preferred receptive communication mode allowable on the ELPA?</p>	<p>What are the students expressive language abilities?</p> <p>What expressive communication modes does the student use?</p> <p>Is communication technology used by the student allowable on the ELPA?</p>	<p>How does the student access text?</p> <p>What alternate formats does the student use to access text from various sources?</p> <p>Is that alternate format allowable on the ELPA?</p>	<p>How does the student produce text?</p> <p>What alternate formats does the student use to produce text?</p> <p>Is that alternate format allowable on the ELPA?</p>

Resources:

Oregon Accessibility Manual (p.49):

<http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/updates/oregonaccessibilitymanual.pdf>

Title III Program Guide (currently under revision)

http://www.ode.state.or.us/opportunities/grants/nclb/title_iii/9-24-14-prog-guide-rev-2014-15.pdf

Special Education Assessment Process for Culturally and Linguistically Diverse Students (currently under revision):

<http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/final-draft-cld-2007-complete.pdf>