Talking Points for Next Generation of Statewide Assessments

English Learners are over-tested. Much instructional time is wasted due to the onslaught of testing (ACCESS and PARCC). ESL and bilingual teachers are often used as administrators and proctors for all of the assessments, thus classes are cancelled or covered by substitutes for weeks at a time. These students would benefit from instruction, rather than sitting for assessments that are not valid for their particular circumstances.

Suggestions:

1. Choose an assessment that provides differentiated versions with linguistically appropriate text according to an English learner’s English proficiency level and more appropriate accommodations; e.g. digital bilingual dictionaries; glossaries, more visuals, simplified directions. Ensure that accommodations on statewide assessment are equitably administered. (Voice on Math, scribe, translation of directions, bilingual dictionaries)

2. Provide assessments in Spanish (in accordance with ESSA requirements)

3. Provide alternative assessment for ELs as a graduation requirement (ACCUPLACER ESL).

4. One assessment in high school at a time when ELs will have a greater chance of passing (11th grade).

5. Exemption for all first year ELs (grades 3 – high school) in ELA.