

# **TESTING INFORMATION AND RESOURCES FOR PARENTS OF ENGLISH LEARNERS**

**PRESENTER: CONSTANCE JOHNSON**

# Why Is Parent Involvement in Schools Important?

- Parent involvement is central to student achievement
- Parents who know and understand the federal education law are empowered to support their child's academic growth
- Parents support student achievement when they are active and informed consumers of education



# What Do I Need to Know?

## No Child Left Behind

Under *No Child Left Behind*, Title I law strives to make clear to parents:

**What is being taught**

**Measures used to assess progress**

**Expected student performance results**

# Under Title III A of NCLB, schools are required to ***identify, serve, and assess*** English Learners



***Identification:*** Home Language Survey and W-APT

***Service:*** ESOL Program Support

***Assessment:*** Annual measurement of proficiency using the  
***ACCESS for English language learners***

# Testing Under No Child Left Behind

## State of Georgia Testing



■ ACCESS

■ CRCT



## *ACCESS for ELLs®* English Language Proficiency Test **Parent/Guardian Report**

### **Parent/Guardian Report—Description**

The individual student report for parents and guardians is provided in English. Translations of the report are available in 18 additional languages: Amharic, Bosnian-Croatian, Creole, French, Gujarati, Hmong, Korean, Lao, Polish, Portuguese, Russian, Serbian Cyrillic, Somali, Spanish, Swahili, Traditional Chinese, Urdu, and Vietnamese.



# The WIDA Standards

**Standard 1:** English language learners communicate for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting

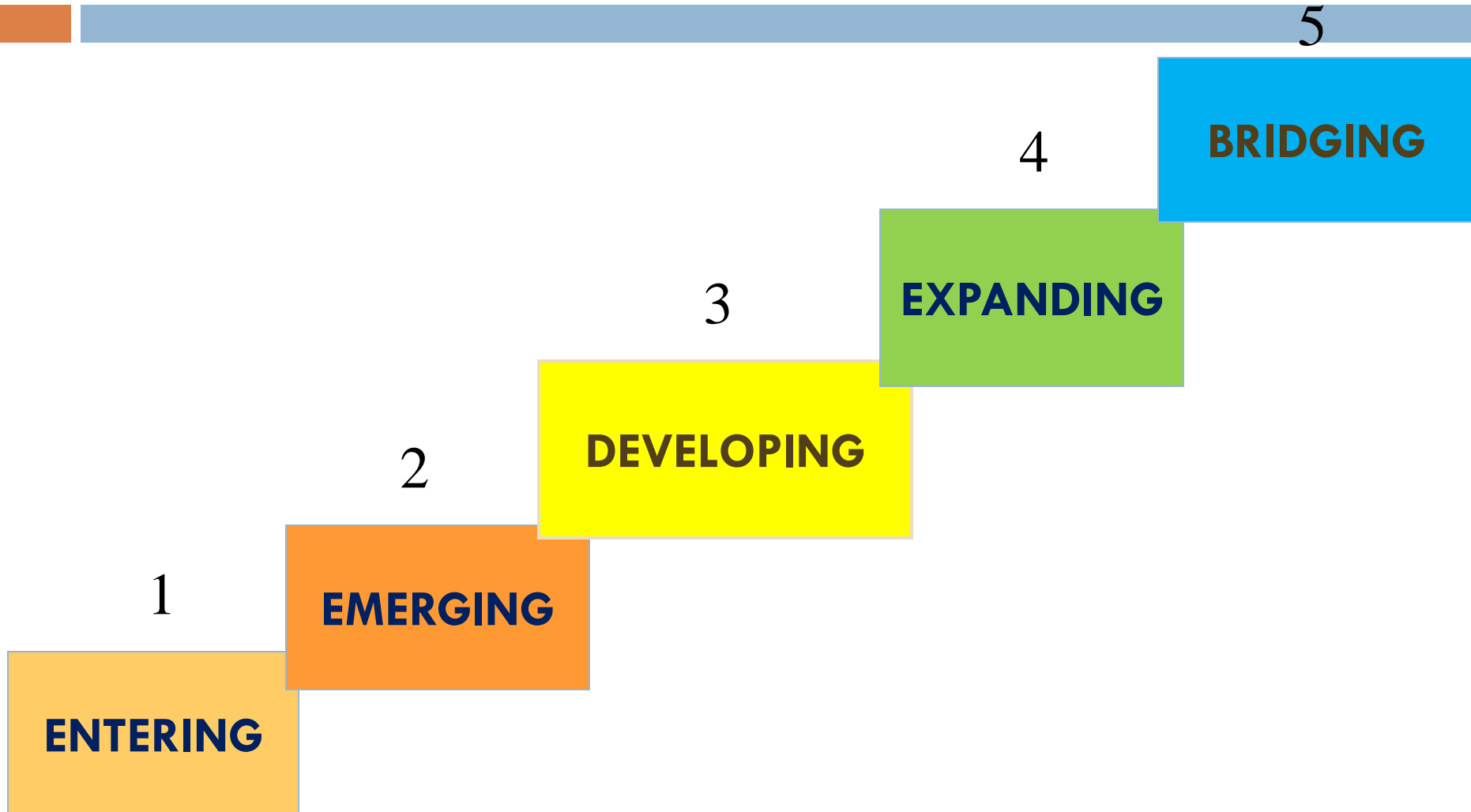
**Standard 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **LANGUAGE ARTS**

**Standard 3:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **MATHEMATICS**

**Standard 4:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SCIENCE**

**Standard 5:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SOCIAL STUDIES**

# The Levels of English Language Development





# Why ACCESS?

- Fairness and effectiveness are at the heart of the rationale for academic standards.
- Standards provide common language and shared expectations for teaching and learning.
- The Common Core Georgia Performance Standards are available through the Georgia Department of Education at [www.gadoe.org](http://www.gadoe.org)

# Purpose of ACCESS for English Learners

## **Assessment**

The *ACCESS for Ells* is the state-approved annual measure of English language proficiency-

**ACCESS for Ells measures English language proficiency in 4 areas:**

**Listening**

**Speaking**

**Reading**

**Writing**

# Sample Letter

Dear Parent or Guardian,

This past year, all Els in grades kindergarten (K) through twelve (12) took the *ACCESS for Ells®* test. The purpose of the test is to find out how much English your child has learned. We will use this information to help your child improve in listening, speaking, reading, and writing each year.

Here are your child's results on *ACCESS for Ells®*. The Parent/Guardian Report tells you about your child's English using Proficiency Levels. These levels go from 1 (Entering) to 6 (Reaching). This information is for you to review and keep.





If you have any questions about how your child scored on these tests, please contact your child's teacher, principal, or me.

Sincerely,  
(School EL coordinator, principal, or teacher)

District:	Student:	
School:	State ID:	District ID:
Grade:	Birth Date:	

**Report Purpose:** This report gives information about your child's level of social and academic English language proficiency. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies.

***Student's English Language Proficiency Level***

Test Section	1 – Entering	2 – Beginning	3 – Developing	4 – Expanding	5 – Bridging	6 – Reaching
Listening 						
Speaking 						
Reading 						
Writing 						
Comprehension <sup>A</sup> (Listening and Reading)						
Overall Score <sup>B</sup> (Listening, Speaking, Reading and Writing)						

Proficiency Level	Description of English Language Proficiency Levels
1 – Entering	Knows and uses minimal social language and minimal academic language with visual support
2 – Beginning	Knows and uses some social English and general academic language with visual support
3 – Developing	Knows and uses social English and some specific academic language with visual support
4 – Expanding	Knows and uses social English and some technical academic language
5 – Bridging	Knows and uses social and academic language working with grade level material
6 – Reaching	Knows and uses social and academic language at the highest level measured by this test
Other Information	Test Section Is Blank – If the student was absent for this Section of the test A – Comprehension Score = 70% Reading + 30% Listening - will be blank if student was absent for one or both of the Sections B – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking - will be blank if student was absent for one or more of the Sections





## Parent/Guardian Report – 2009

# Parent / Guardian Report

<b>District:</b>	<b>Student:</b>	
<b>School:</b>	<b>State ID:</b>	<b>District ID:</b>
<b>Grade:</b>	<b>Birth Date:</b>	

**Report Purpose:** This report gives information about your child's level of social and academic English language proficiency. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies.

### *Student's English Language Proficiency Level*

Test Section	1 – Entering	2 – Beginning	3 – Developing	4 – Expanding	5 – Bridging	6 – Reaching
Listening 						
Speaking 						
Reading 						
Writing 						
Comprehension <sup>A</sup> (Listening and Reading)						
Overall Score <sup>B</sup> (Listening, Speaking, Reading and Writing)						





Proficiency Level	Description of English Language Proficiency Levels
1 – Entering	Knows and uses minimal social language and minimal academic language with visual support
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5 – Bridging	Knows and uses social and academic language working with grade level material
6 – Reaching	Knows and uses social and academic language at the highest level measured by this test
Other Information	<p>Test Section Is Blank – If the student was absent for this Section of the test</p> <p>A – Comprehension Score = 70% Reading + 30% Listening - will be blank if student was absent for one or both of the Sections</p> <p>B – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking - will be blank if student was absent for one or more of the Sections</p>

## Informe para los padres/encargados/tutores legales – 2008

<b>Distrito:</b>	<b>Alumno:</b>	
<b>Escuela:</b>	<b>ID estatal:</b>	<b>ID del distrito:</b>
<b>Grado:</b>	<b>Fecha de nacimiento:</b>	

*Finalidad del informe:* Este informe le provee información sobre el nivel de proficiencia de su hijo en el idioma inglés, tanto en el lenguaje social como en el académico. El lenguaje social se usa para la comunicación diaria. El lenguaje académico se usa para comunicar el contenido de las siguientes materias: Artes del Lenguaje, Matemáticas, Ciencias y Estudios Sociales (Ciencias Sociales).

### Nivel de destreza en el idioma inglés del alumno

Sección de la prueba	1 – Pre-principiante	2 – Principiante	3 – En desarrollo	4 – En expansión	5 – Enlace	6 – Completo
Escuchar 						
Hablar 						
Leer 						
Escribir 						
Comprender <sup>A</sup> (Escuchar y leer)						
Puntaje general <sup>B</sup> (Escuchar, hablar, leer y escribir – compuesto)						



Nivel de proficiencia	Descripción de los niveles de destreza en el idioma inglés
<b>1 – Preprincipiante</b>	Conoce y usa un mínimo de lenguaje social y un mínimo de lenguaje académico con ayuda visual
<b>2 – Principiante</b>	Conoce y usa un poco de inglés social y lenguaje académico general con ayuda visual
<b>3 – En desarrollo</b>	Conoce y usa inglés social y cierto lenguaje académico específico con ayuda visual
<b>4 – En expansión</b>	Conoce y usa inglés social y cierto lenguaje académico/técnico
<b>5 – Enlace</b>	Conoce y usa lenguaje social y académico trabajando con material modificado del nivel de grado
<b>6 – Completo</b>	Conoce y usa lenguaje social y académico al nivel más alto medido por esta prueba

# ACCESS Scores and What They Mean

The scores... are meaningful in determining if English learners are ready to *show what they know* on the tests designed for native speakers of English.

## Review annual test scores and ask:

- **What are my child's strengths/weaknesses?**
- **Where is my child's performance? (school, district, state, national levels)**
- **How do scores compare with my child's grades?**

# PURPOSE OF THE CRCT

The CRCT measures how well a student acquires the skills and knowledge described in the Georgia curriculum.

The test gives information on academic achievement at the student, class, school, system and state levels.

- You can learn more about the CRCT by visiting the Georgia Department of Education's web site @<http://www.doe.k12.ga.us>





Student  
Birth date 5 / 7 / 2000  
Gender FEMALE  
Student ID

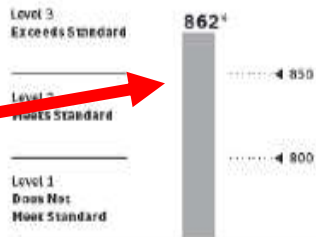
Grade 1  
Class JONES  
School SCHOOL  
System DISTRICT

## CRCT Student Report

### Individual Student Report Spring 2007

Subject

#### Reading GPS



This student's score is **862**, which is in performance Level 3 and **exceeds the standard** for Reading.

A score of 862 indicates this student's achievement on the day of testing. If the student were to take the same test again, it is likely that his or her Reading score could be within the standard error of measurement range of 842 to 882.

\* Conditional administration

#### Lexile® Information

The Lexile Framework® for Reading is an educational tool that links text and readers using a common metric known as the Lexile. A Lexile is a standard score that matches a student's reading ability with difficulty of text material. Students in grades 1-12 typically score in a range from Beginning Reader (BR) to 1700L.

#### Where can I find books within this student's Lexile range?

Libraries have many books that have been tagged with a Lexile score. Ask your public librarian or your school media specialist. In addition, the Lexile Book Database contains tens of thousands of titles. At [www.lexile.com](http://www.lexile.com) you can search by book title, author, keyword, or Lexile range.

Lexile measures are a measure of text difficulty. They do not address age-appropriateness, student interest, or the quality of the text. The Lexile measure is a good starting point in your book-selection process, with these other factors then being considered. Educators and/or parents should always preview books. The suggested titles are not necessarily endorsed or recommended by the Georgia Department of Education or your student's school system.

#### Reading Domains

	Number Correct	Number Possible
Vocabulary	7	8
Comprehension	28	32

#### Performance Level 3 for Reading

The student's overall performance in reading first-grade materials **exceeds the expectation** for this grade. Students who exceed the expectation have a clear understanding of what they read. They understand the meanings of words and how prefixes can change the meanings of words. Students at this level understand what they read and can go beyond that understanding to draw conclusions. They can summarize and make connections between themselves and what they read. Students who exceed the expectation show thorough understanding of what they read.

#### Lexile® Information

This Student's Lexile Measure: **310L**

For leisure reading, this student will find most books in this range easy to understand.

Suggested titles that fall within this range include:

Title	Author	Lexile
Please Let It Snow	Ziefert, Harriet	210L
My Special Space	Rau, Dana Meachen	260L
Tomas Rivera	Medina, Jane	300L

Books in this range provide a motivating challenge.

Suggested titles that fall within this range include:

Title	Author	Lexile
The Washington Monument	Nelson, Kristin L.	320L
Mr. Puttler & Tabby Took the Horn	Ryland, Cynthia	340L
Let's Go to a Movie	Hill, Mary	360L

Please visit [www.gadoe.org/lexile.aspx](http://www.gadoe.org/lexile.aspx) for more information.

Score  
Explanation  
and Levels

Performance which  
Meets Standards  
on CRCT is Level 2

# Frequently Asked Questions

## How does the school determine if my child is an English Learner?

All parents or guardians of newly enrolled students are required to complete a **Home Language Survey** . This survey informs school staff about the language(s) you use in your home.

If the Home Language Survey indicates that your child uses a language other than English, he or she is administered an English language proficiency test

Performance on this test determines your child's entitlement to English language development support services.

**Who will notify me of my child's eligibility for English language program services?**

Schools are responsible for identifying, notifying, and placing students in the ESOL Program

**Once I am notified of my child's entitlement status, how can I get more information about EL programs and services?**

You can get more information from your child's ESOL teacher or the school office



# **How Can I Help My Child Be Successful in School?**

# You Can Help Your Child in Many Ways:

- Ensure that your child comes to school every day, ready to learn.
- Ensure that your child reads, works on academic subjects, and completes his or her homework assignments daily.
- Attend school activities such as classroom trips, assemblies, and Parent Teacher Association (PTA)/Parent Association (PA) meetings if you can
- Attend parent-teacher conferences.
- Attend parent workshops and conferences that are specially designed to assist you in helping your child.
- Help your child obtain a public library card and visit the library frequently.
- Serve as a parent volunteer in your child's school.
- Create a supportive home environment for learning and studying.
- Read with your child in your native language every day and encourage him or her to read 30 minutes daily.



# **Technological Tools and Resources**

(available as handouts)

# Internet Resources

## Resources for Parents of ESL/ELL Students from TeachersFirst.com Website Resources

**Resource URL:** <http://www.fablevision.com/place/library/index.html>

This site includes **online stories, short downloadable books, a story for older children, and even a spot for young writers to create their own fables.** One story, The Adventures of Sticky Burr, is a comic, with continually updated, new episodes. Readers can see fables that other children have contributed by clicking on "Create Your Own." ESL, ELL, and emergent readers may find reading the short illustrated segments offered at this site less of a challenge than reading a textbook or hard copy book. NOTE: the actual fonts used in some of the books may be difficult for some younger children to read. Preview with this thought in mind before assigning a fable to a student to read alone. This site requires Flash

**Resource URL:** [http://www.sightwordswithsamson.com/sw/sight\\_words.asp](http://www.sightwordswithsamson.com/sw/sight_words.asp)

When you arrive at the site, click *Start* to enter the world of Samson. There are four steps at this site: **Learn Words, Build Words, Identify Words**, and a Quiz. At the "Learn Words" step, the site includes 28 different lists of words for students to read at four levels. Mousing over the number of the list brings up the actual word list so it's easy to check if the student is working at the correct level. Students read, listen to the word, pronounce it, see the word spelled, and see the word used in a sentence. Step two has students spell the words themselves (after hearing them read audibly and being provided with several letters to choose among). Step three challenges students to click on the correct spelling of the word (several choices are presented). The final step is the quiz; students are presented with all letters and are asked to spell the word pronounced. The same list is used throughout all four steps of this activity. For example, if a student is working on list 1 of level 1, those same words will be repeated throughout all four "steps." All steps provide immediate feedback on the students' choices, and opportunities to try again. The Question/Answer steps have a *Hear Again* feature to repeat the word. The Resource center provides useful tools for teacher, including pdf files of the sight words used, lesson plans, and more. This site requires Flash

**Resource URL:** [http://pbskids.org/wordworld/index\\_flash.html?seenIntro=yes](http://pbskids.org/wordworld/index_flash.html?seenIntro=yes)

This **language-rich website offers countless language arts activities for young elementary students.** Based on the PBS show, Word World, this website highlights animals and objects in the environment. The animals and objects are all shapes AND words, everything has a label. Some examples of language activities include spelling, letter sounds, rhyming, upper case and lower case letters, and many others. Click on any of the animals to start your class's language learning adventures. There is also a link for parents and teachers that provides additional information about the TV show, website activities, and lesson ideas. This site is adaptable to use in the regular classroom, ESL and ELL classrooms, and special education students. This website requires Flash.

**Resource URL:** <http://acacia.pntic.mec.es/agip0002/auro/inicio.html> **Grade 2 to 10**

This wonderful, highly interactive ESL site includes survival topics, **grammar, culture, and vocabulary at three levels for English learners.** The BIG caveat is that the explanation for the teachers and students and a lot of the meta language is in Spanish. Click on menu, though and all the topics come up in English. The intermediate and advanced levels are still under construction, but the highly interactive quality of the beginning sites offers a promise of continued excellent material. Click on the "P" on the left side of the interface to see printable reviews of many topics, especially grammar, all in English. The most in-depth portions are survival vocabulary and grammar.

Be sure to turn off your pop-up blocker so you can "see" all the site content. Although the pronunciation is in British English, this is a great, high-content site.

Please make sure to always check the links before your child plays them to make sure you feel they are appropriate.

I hope your child enjoys all the educational games! ☺

## Websites to Help with Reading

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<http://www.guia.com/pages/sequencingfun.html>

Games to practice sequencing

<http://www.bbc.co.uk/skillswise/words/reading/>

Tons of different reading skills (not games, just information and worksheet like activities)

<http://www.bookadventure.org/>

From the website "Book Adventure is a FREE reading motivation program for children in grades K-8. Children create their own book lists from over 7,000 recommended titles, take multiple choice quizzes on the books they've read, and earn points and prizes for their literary successes. Book Adventure was created by and is maintained by Sylvan Learning."

<http://www.bbc.co.uk/schools/wordsandpictures/index.shtml>

Phonics games

<http://www.vocabulary.co.il/games2/letterblocks/index.php>

Word/ vocabulary games

<http://www.starfall.com/>

Online stories- many are simple but some are a little more difficult

<http://www.earobics.com/gamegoo/games/squanky2/squanky2.html>

Synonyms

[http://www.scholastic.com/wordgirl/synonym\\_toast.htm](http://www.scholastic.com/wordgirl/synonym_toast.htm)

More synonyms

<http://www.earobics.com/gamegoo/games/squanky/squanky.html>

Antonyms

[http://www.sadlier-oxford.com/phonics/5\\_6/fishtanks1/fishtanks1.htm](http://www.sadlier-oxford.com/phonics/5_6/fishtanks1/fishtanks1.htm)

Prefixes, roots and suffixes

<http://web2.uvcs.uvic.ca/elc/studyzone/410/reading/fitter.htm>

Timed reading test

## Websites to Help with Grammar

[http://www.eduplace.com/kids/hme/k\\_5/proofread/proof.htm](http://www.eduplace.com/kids/hme/k_5/proofread/proof.htm)





# Questions?