

Linguistic Supports for English Language Learners (ELLs)

on the Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) for Science and Social Studies

- Linguistic supports are allowed for ELL students (i.e. students whose English language proficiency levels are 1 through 5).
- All linguistic supports for an ELL student should be determined by a team of educators, the student, and the students’ parents.
- Linguistic supports should be consistent with day-to-day instructional methods and should not be first introduced during testing.
- Linguistic supports should enhance access without changing the skill or construct measured.
- Districts should monitor the use of linguistic supports by comparing assessment supports received with those stated in student plans.

	Linguistic Support Description For <i>English Language Learners (L)</i>	WKCE	WAA-SwD
Scripted Oral English : Reading aloud and repeating test items or directions verbatim from test book			
L 1	For all subject areas, read questions and content to student in English. ⁸	✓	<i>N/A: Test Administrator reads WAA-SwD.</i>
L 2	Audio recording of test passages and questions in English. ^{4, 8}	✓	<i>N/A: Test Administrator reads WAA-SwD.</i>
Clarification in English: Unscripted oral explanation of test considered potentially difficult for ELLs to access			
L 3	Simplify, explain, or clarify test directions. ¹	✓	<i>N/A: Directions are incorporated into each item.</i>
L 4	Have student reread and/or restate directions in his/her own words. ¹	✓	<i>N/A: The WAA-SwD is in simplified language.</i>
L 5	Audio recording of test items in English that is simplified for words not related to content or vocabulary. ^{4, 11}	✓	<i>N/A: The WAA-SwD is in simplified language.</i>
L 6	Read test items in English that is simplified for words not related to content or vocabulary. ¹¹	✓	<i>N/A: The WAA-SwD is in simplified language.</i>
Oral Response: Student answers test items orally in English			
L 7	Student indicates response in English orally to a scribe. ⁵	✓	<i>N/A: Test administrator records all responses.</i>
L 8	Student records responses using an audio or video device. a) Test administrator transcribes student’s responses into WKCE test book. b) Student watches or listens to his/her recorded responses and transcribes into WKCE test book. ^{4, 6}	✓	<i>N/A: Test administrator records all responses.</i>

THE ASSESSMENT LINGUISTIC SUPPORTS MATRIX FOR ENGLISH LANGUAGE LEARNERS - UPDATED 2014



		Linguistic Support Description for <i>English Language Learners</i> (L)	WKCE	WAA-SwD
Direct Linguistic Support in Native Language	Dual Language Reference Material: Support material in English and native language, not intended to define words or provide answers for student			
	L 9	Provide bilingual word-to-word (no definition) translation.	✓	<i>N/A: Not appropriate for students taking the WAA-SwD.</i>
	Written Translation: Professionally translated written accommodation scripts provided to student			
	L 10	Qualified translator provides written translation of directions in student's native language. For Spanish, use DPI-provided WKCE translation scripts. ^{1, 9}	✓	<i>N/A: Directions are incorporated into each item.</i>
	L 11	Qualified translator provides written translation of test items into student's native language. Student responses must be in scorable test book. For Spanish, use DPI-provided WKCE translation. ^{9, 13}	✓	✓ <i>Translate only the script following the "SAY" icon. Note: WAA-SwD translation scripts not provided.</i>
	Scripted Oral Translation - Only DPI-Provided Scripts: Reading aloud professionally translated, DPI-provided scripts of test items and/or directions			
	L 12	Read aloud DPI-provided Spanish or Hmong translations of test directions in the Test Administration Manual (http://oea.dpi.wi.gov/assessment/WKCE/resources). ^{1, 8}	✓	<i>N/A: WAA-SwD translation scripts not provided.</i>
	L 13	Read test items aloud using DPI-provided Spanish scripts. ⁸	✓	<i>N/A: WAA-SwD translation scripts not provided.</i>
	L 14	Provide audio recording of test items using DPI-provided Spanish scripts. ⁴	✓	<i>N/A: WAA-SwD translation scripts not provided.</i>
	Sight Translation - Languages other than Spanish: Unscripted oral translation of test items and/or directions into student's native language			
	L 15	Interpret directions into student's native language. ^{1, 9}	✓	<i>N/A: Directions are incorporated into each item.</i>
	L 16	Simplify, explain, or clarify test directions in student's native language. ^{1, 9, 11}	✓	<i>N/A: Directions are incorporated into each item.</i>
	L 17	Audio recording of directions interpreted into student's native language. ^{1, 4, 9}	✓	<i>N/A: Directions are incorporated into each item.</i>
	L 18	Audio recording of test items interpreted into student's native. ^{4, 9}	✓	✓
	L 19	Interpret test passages and questions into student's native language; student responses must be documented in scorable test book. ^{9, 13}	✓	✓
Student Response in Native Language: Student responds in his/her native language				
L 20	Student responds (orally or in writing) in his/her native language; translator translates student response into English, and then scribes (oral response) or transcribes (written response) into scorable test book. ^{5, 6, 9, 13}	✓	✓	
Indirect Linguistic Support				
L 21	Extra time; provide extra time for any timed test as long as a test session is completed within the same day the student started the session. ⁷	✓	<i>N/A: WAA-SwD is not a timed test.</i>	
L 22	Student reads aloud to self.	✓	✓	
L 23	Any accommodation or linguistic support not on this list must be submitted to DPI for approval, as it may represent a modification which changes the skill being measured. <ul style="list-style-type: none"> ▪ All requests for additional accommodations or supports must be made to DPI at least two weeks before the test administration window begins, by completing and submitting the Request for Accommodation Form located at http://oea.dpi.wi.gov/assessment/forms. ▪ Requests will be reviewed by a committee to determine whether the request can be approved; approval or non-approval will be returned via fax or email. 			

Explanation of Footnotes – Only footnotes 1-8, 9, 11, and 13 apply to English language learners.

¹**Test directions:**

- Any portion of the WKCE test book where the word “Directions” appears in a shaded/colored box, typically at the top of a page preceding a particular section of test content. In addition, test directions refer to anything that the test proctor reads aloud to the class from the WKCE Test Administration Manual (i.e. bold text following the SAY icon).
- WKCE item stems and test questions should not be considered directions.
- Test Directions for the WAA-SwD are incorporated into the teacher test book and are read aloud to the student. These directions must be read verbatim but may be reread if a student needs further clarification.
- Directions may not be expanded.

²**Marking test book with #2 pencil:** Student should not make pencil marks near answer bubbles, other than to mark one correct answer. Student should not mark in any of the following areas in the test book:

- the student Pre-ID Barcode on barcode label,
- the timing tracks (the parallel lines along the side of the test book),
- the skunk lines (the little squares and rectangles across the bottom of each page of the test book), or
- the Litho codes (the squares and numbers across the bottom of the first and last page of the test book).

³**Highlighters:**

- Carefully supervise the use of highlighters as they may cause smudging of pencil marks and bubbles and, therefore, could affect scoring.
- Do not allow the highlighting of track marks, litho codes, skunk lines, barcodes, pre-slugged bubbles or any carbon black printing. The highlighters cause these black inks to blur and bleed, which could affect scoring.
- Use only a highlighter from the following list, which were tested and found to have minimal problems:
 - Avery Hi-liter (regular or thin-tipped), Bic Brite-Liner, Sanford Major Accent, or Sanford Pocket Accent (thin-tipped)

⁴**Using audio/video or electronic (e.g., word processor or text talker) recordings:** when using audio, video, electronic recordings or saved files, the test administrator must ensure that the recording or file is deleted upon completion of testing for security purposes.

⁵**Use of a scribe** (student dictates orally to scribe):

- A scribe may be provided when a student’s documented disability, ELL status, or injury prevents them from writing their answer.
- When a student dictates responses orally to a scribe, the test must be administered in a separate, individual setting so as not to disturb other students.
- A scribe must be impartial and should allow the student adequate time to review and approve the response, if desired.
- All scribing should be done with a #2 pencil; responses scribed in ink will not be scored.

⁶**Transcribing student responses** (student’s answers are documented in a manner other than in the scorable test book [e.g., large-print, Braille version, computer response, etc]):

- The answers must be transcribed into the regular WKCE test book or WAA-SwD student Answer Document with a #2 pencil to be scored.
- Test security must be maintained. After answers are transcribed, destroy all electronically-saved student responses, including audio tapes. All paper copies of student work (e.g., Braille tests, large-print tests, graph/lined/grid paper, printed copies of computer responses, etc.) must be returned with non-scorable test materials.

⁷**Test security during breaks:** Test security must be maintained during all breaks within a testing session. To lessen the risk of a security breach occurring during these breaks, a student requiring the use of restroom facilities should be escorted by either the proctor or a test examiner. In addition, a student must not be allowed to use any form of wireless communication during these breaks.

⁸**Test Administrator Read Aloud Accommodation:**

- Test administrator must read in a pace and tone that is appropriate for each individual student. Careful attention must be given such that no changes in tone or inflection are detectable which might indicate a correct answer.
- Students may direct test administrator to reread a portion of a passage, test question, or answer choice as needed.

⁹ **For students who have test items and/or directions translated into native language:**

- A qualified translator and interpreter (see http://oea.dpi.wi.gov/files/oea/pdf/translator_guidelines.pdf) should have a Bachelor’s Degree in Modern Languages or a certification in interpretation or translation. When this is not possible, be sure that a translator or interpreter has the following qualifications:
 1. Mastery of the target language and dialect
 2. Familiarity with both cultures
 3. Extensive general and academic vocabulary in both languages
 4. Ability to express thoughts clearly and concisely in both languages
- *Translators* work with the written word, transferring meaning from a source language into a target language. *Interpreters* work with the spoken word, transferring meaning from a source language into a target language.
- Translators and interpreters should participate in all aspects of staff training related to test administration and test security.
- For more information about state provided scripts available in Spanish and bilingual word lists in Spanish and Hmong for the WKCE, please see <http://oea.dpi.wi.gov/assessment/ELL>.
- In order for this support to be most effective, a student should have content-area knowledge in their native language.

¹⁰ **Sign Language and Oral Interpreters**

- An interpreter needs to be able to translate in the same method of sign language typically used by the student (e.g., American Sign Language [ASL] or Signing Exact English [SEE]. The interpreters must not clarify, elaborate, or provide assistance with the meaning of words, intent of test questions, or responses to test items.
 - E.g. The sign for many math symbols often defines for the student what the item is intending to measure and would therefore invalidate the item.

¹¹ **Simplified English:** The test administrator providing an accommodation in which English is simplified for words not related to content or vocabulary should be familiar with the content area being tested. The WAA-SwD is already in simplified language.

Example (Grade 5 WKCE Released Item) of a simplified English test item:

The sales receipt below shows the groceries that José purchased from the supermarket. What is the estimated cost of José’s groceries?

Simplified English: The receipt below shows the food that José bought from the store. Estimate how much money José spent on the food.

Note: It is important that “estimate” remain in this test item because it is part of the standard which is being tested.

¹² **DPI-provided Picture Descriptions** are descriptions of the graphic found within an item. Picture descriptions are intended to replace, *not* supplement graphics for a student with visual impairments who is not able to access the printed WAA-SwD, even with magnification, or the Braille WAA-SwD. Ordering information can be found at: <http://oea.dpi.wi.gov/assessment/forms>.

¹³ **Scorable Test Books** are the documents that are returned to the test vendor for scoring. For the WKCE, this is the test book itself. For the WAA-SwD, this is the student Answer Document. All student responses must be recorded on these documents in order to be scored.