Center for ENGLISH LANGUAGE Learners
at American Institutes for Research ■

Assessing English Language Proficiency of English Learner Students with Disabilities
When: Monday, March 16, 2015, 9:00 a.m.–3:00 p.m.

Location: U.S. Department of Education, LBJ Auditorium, 400 Maryland Ave SW, Washington, DC

All panel sessions will be open to ED staff and public and streamed at:
http://edstream.ed.gov/webcast/Play/63d02888372148e68b1cb37f8da6e3511d

The panel sessions will be archived at the same link listed above

If you require a reasonable accommodation to participate in this event, i.e. sign-language interpreter, captioning services, Braille, large print or CD Rom, please contact Melissa Escalante, OELA by phone, 202-401-1407 or email at Melissa.Escalante@ed.gov no later than March 9th.

Please send RSVP's to Clare Halloran, email challoran@air.org

FOR ED STAFF**, please send RSVP's** to Melissa Escalante email: Melissa.Escalante@ed.gov

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Agenda

9:00–9:10   Welcome and Overview
9:10–11:00   Panel Session 1: Background—Differentiating Language and Literacy Acquisition
**   from Disability**
(10:50–11:00: Questions from the audience)

Key Concept

The first panel focuses on how to differentiate EL students (ELs) who have language and literacy disabilities from those who may appear similar (across several language domains, including pronunciation, syntax, semantics, and discourse) only because they are in the process of acquiring English.

Topics of Focus

- Methods/measures to determine whether ELs have language or literacy disabilities
- Differences in methods based on level of language proficiency and age
- Benchmarks/comparison groups used to determine adequate progress
- Research needed to inform practice and policy in this area

Presenters

Aquiles Iglesias, Esther Geva, Sylvia-Linan-Thompson, Alba Ortiz

11:15–1:00   Panel Session 2: Valid and Reliable Assessments for ELs *w*ith Disabilities
(12:50–1:00: Questions from the audience)

Key Concept

The second panel focuses on valid and reliable ways to determine ELs' English proficiency levels in the domains of listening, speaking, reading, and writing; the focus will be on ELs who have specific language disabilities or speech/language impairments and those with vision or hearing impairments.

Topics of Focus

- Valid and reliable methods for assessing English language proficiency of (1) ELs who have specific language disabilities or speech/language impairments, and (2) ELs whose major mode of communication in one or more domains is not text- or speech-based (e.g., braille, American Sign Language)
- Creating composite scores for EL students who do not take all components of an assessment
- Methods for assuring comparability of ELP test scores administered with different accommodations
- The resources needed for administration of English proficiency assessments that have accommodations and accessibility features
- Future research needed to inform best practices in this area

Presenters

Martha Thurlow, Jamal Abedi, Phoebe Winter, Gary Cook

**2:00–3:00   Panel Session 3: Assessing ELs With Significant Cognitive Disabilities—Alternate
            ELP Standards and Assessments, and Growth and Attainment Criteria**
(2:50–3:00: Questions from the audience)

Key Concept

Alternate ELP standards and assessments apply to students with the most severe cognitive disabilities. The third panel focuses on understanding alternate ELP standards, developing items and assembling test forms based on these standards, developing ELP descriptors and setting cut scores, and setting growth and attainment criteria.

Topics of Focus

- What we know about ELs who have significant cognitive disabilities
- Implications of current instructional practices for assessment of this population
- Advantages and disadvantages to developing alternate ELP standards
- Characteristics of alternate ELP standards and assessment items
- Measuring whether ELs in this group are making adequate progress
- How IEP teams determine when an alternate ELP assessment is appropriate

Presenters: Martha Thurlow, Gary Cook

3:00   Adjourn