REPORTING GUIDELINES FOR ALTERNATIVE ASSESSMENT RESULTS OF ENGLISH LANGUAGE LEARNER (ELL)/LIMITED ENGLISH PROFICIENT (LEP) STUDENTS FOR 2005-2006 SCHOOL YEAR

Directions: ELL/LEP students receiving ESOL Services for 12 months or less that have been exempted from FCAT by majority rule of the LEP Committee must be assessed in reading, writing/language arts, mathematics and/or science according to the majority decision of the LEP Committee and as documented in their ELL/LEP Student Plan. Results from the assessment of these academic areas should be reported according to the following rating scales.*

FOR ASSESSMENTS IN READING, ENGLISH/LANGUAGE ARTS,* MATHEMATICS OR SCIENCE IN GRADES 3 - 10.

Rating Scale - Degree of success ELL/LEP students have with assessment tasks presented in English.

The student -

0 Cannot respond to assessment task(s) presented in English
1 Requires coaching in the native language to correctly complete any of the assessment tasks
2 Requires coaching in English to correctly complete up to half of the assessment tasks
3 Correctly completes 50% or more of the assessment task(s) independently or attains a score equal to or greater than the 33rd national percentile rank using allowable accommodations
4 Correctly completes 75% or more of the assessment task(s) independently or attains a score equal to or greater than the 50th national percentile rank using allowable accommodations

Score of 3 or 4 = Academic Area Proficiency

Rating Scale - Degree of success ELL/LEP students have with assessment tasks presented in the native language.

The student -

0 Cannot respond to assessment task(s) presented in the native language
1 Requires coaching in the native language to correctly complete any of the assessment tasks
2 Requires coaching in the native language to correctly complete up to half of the assessment tasks
3 Correctly completes 50% or more of the assessment task(s) independently or attains a score equal to or greater than the 33rd national percentile rank using allowable accommodations
4 Correctly completes 75% or more of the assessment task(s) independently or attains a score equal to or greater than the 50th national percentile rank using allowable accommodations

Score of 3 or 4 = Academic Area Proficiency

DEFINITIONS:
Assessment tasks - The measurement tools school districts have chosen in assessing academic achievement of ELL/LEP students.
Coaching - Anything done by the test administrator to help the student understand the assessment task, such as reading the question(s) to the student or providing clarification on the test question(s) as long as the coaching does not lead the student to the correct answer.

FOR ASSESSMENTS OF WRITING IN GRADES 4, 8, AND 10

The assessment of English/Language Arts* may be either as described above or using a writing prompt.

Rating Scale - The scoring rubric for FCAT Writing should be used when the alternative assessment is a writing sample, in either English or the student's native language based, on FCAT Writing Practice Prompts.

Score of 3 or above = Academic Area Proficiency
Off topic or unscorable = 0
Note: The guidelines for unscorable papers found in the FCAT Writing Publication should be followed, except the one that states "response is written in a foreign language"

*English language arts must include the benchmarks assessed on FCAT.

RESULTS MUST BE REPORTED TO FDOE BY APRIL 7, 2006