

RADFORD CITY PUBLIC SCHOOLS

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**SUBJECT: DOCUMENTATION OF A LEP STUDENT'S PARTICIPATION AND
ACCOMMODATIONS NEEDED ON ASSESSMENTS.**

Attached are the testing cards that document limited English Proficient (LEP) student participation on the following:

- Standards of Learning (elementary and secondary)
- Standards of Learning (secondary)
- Phonemic Awareness Literacy Screening (PALS)
- Stanford 9/OLSAT
- Stanford English Language Proficiency (SELP) assessment

RADFORD CITY PUBLIC SCHOOLS
ELEMENTARY/MIDDLE
Testing Recommendations for Participation and Accommodations for
Students with Limited English Proficiency (LEP)

Student Name _____ Student Number _____ Grade _____

School _____ State Testing Identifier _____ Date _____

ESL Teacher _____

Level of English Proficiency _____ Status _____ IEP/504 Yes No Time in USA _____ Years _____ Months

Accommodation recommendation(s), if any (To be completed by the ESL teacher) _____

Number of Semesters in Virginia Public Schools (as of above date) _____

Directions: Indicate your recommendation(s) for whether/how the student should participate in state testing in the subject area(s) that you teach this student. Recommendations should be based on the level of English proficiency reported by the ESL teacher and the types of accommodations used by this student on a routine basis for classroom instruction and assessment. If the student should participate with accommodations, list the accommodation code(s) and accommodation(s), record the date and your signature.

VIRGINIA STANDARDS OF LEARNING TESTS (GRADES 3, 4, 5, 6, 7, & 8)

NON-PARTICIPATION RAMIFICATIONS: Students may be non-participants only one time in HISTORY/SOCIAL SCIENCE in grade 3, 5, 6, 7, or 8; SCIENCE in grade 3, 5, or 8; and in WRITING in grade 5 or 8.

SOL TESTS	Participation with NO Accommodations	Participation with Accommodations	Non-Participation	List Accommodations	Teacher Signature & Date	(For Use by the ESL Contact) Effect of Accommodations on Test Administration
English: Writing (Grades 5 & 8)						Standard Nonstandard
English: Reading/Literature and Research (Grades 3, 4, 5, 6, 7, 8)						Standard Nonstandard
Mathematics (Grades 3, 4, 5, 6, 7, 8)						Standard Nonstandard
History/Social Science (Grades 3, 4, 5, 6, 7)						Standard Nonstandard
Science (Grades (3, 5, 8)						Standard Nonstandard

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School _____ State Testing Identifier _____ Date _____

ESL Teacher _____

Level of English Proficiency _____ Status _____ IEP/504 Yes No Time in USA _____ Years _____ Months

Accommodation recommendation(s), if any (To be completed by the ESL teacher) _____

Number of Semesters in Virginia Public Schools (as of above date) _____

Directions: Indicate your recommendation(s) for how the student should participate in state testing in the subject area(s) that you teach this student. Recommendations should be based on the level of English proficiency and the types of accommodations used by this student on a routine basis for classroom instruction and assessment. If the student should participate with accommodations, list the accommodation code(s) and accommodation(s), and record the date and your signature.

VIRGINIA END-OF-COURSE STANDARDS OF LEARNING TESTS

SOL TESTS	Participation with NO Accommodations	Participation with Accommodations	List Accommodations	Teacher Signature & Date	(For Use by the ESL Contact) Effect of Accommodations on Test Administration
English: Reading/Literature and Research (Grades 8 & 11 SOL)					Standard Nonstandard
English: Writing (Grades 8 & 11 SOL)					Standard Nonstandard
World History II					Standard Nonstandard
Virginia & US History					Standard Nonstandard
World Geography					Standard Nonstandard
Algebra I					Standard Nonstandard
Geometry					Standard Nonstandard
Algebra II					Standard Nonstandard
Earth Science					Standard Nonstandard
Biology					Standard Nonstandard
Chemistry					Standard Nonstandard

If a student utilizes a nonstandard accommodation, the record of that score will be accompanied by a notation explaining that the score resulted from a nonstandard administration. A student identified as limited English proficient, who has passed an SOL assessment utilizing any accommodation has passed for all purposes.

PHONEMIC AWARENESS LITERACY SCREENING (PALS)

TESTS	Participation with NO Accommodations	Participation with Accommodations	Non-Participation	List Accommodations	Teacher Signature & Date	(For Use by the ESL Contact) Effect of Accommodations on Test Administration
K PALS						Standard Nonstandard
PALS 1-3						Standard Nonstandard

Scores which result from a nonstandard administration must be interpreted with caution. Such scores can provide an indication of a student’s strengths and weaknesses, but do not provide an accurate indication of how well the student performed in comparison with students in the norming sample.

If the student does not participate, a rationale statement is required. Indicate the rationale in the chart below.

Rationale for non-participation from testing:

TEST	SUBTEST*	RATIONALE	DATE

*If the student is a non-participant for all sections of the Phonemic Awareness Literacy Screening, write “ALL” in the subtest column.

Parent Informed of Committee Decision _____
Date

School Principal or ESL Administrative Contact _____
Signature Date

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STANFORD 9/10 OLSAT 7/8

TESTS	Participation with NO Accommodations	Participation with Accommodations	Non-Participation	List Accommodations	Teacher Signature & Date	(For Use by the ESL Contact) Effect of Accommodations on Test Administration
S-10 GRADE 1						Standard Nonstandard
OLSAT 8 GR 1						Standard Nonstandard
S-10 GRADE 2						Standard Nonstandard
OLSAT 8 GR 2						Standard Nonstandard
S-9 GRADE 6						Standard Nonstandard
OLSAT 7 GR 6						Standard Nonstandard
S-9 GRADE 8						Standard Nonstandard
OLSAT 7 GR 8						Standard Nonstandard
S-9 GRADE 10						Standard Nonstandard
OLSAT 7 GR 10						Standard Nonstandard

Scores which result from a nonstandard administration must be interpreted with caution. Such scores can provide an indication of a student’s strengths and weaknesses, but do not provide an accurate indication of how well the student performed in comparison with students in the norming sample. If the student does not participate, a rationale statement is required. Indicate the rationale in the chart below.

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