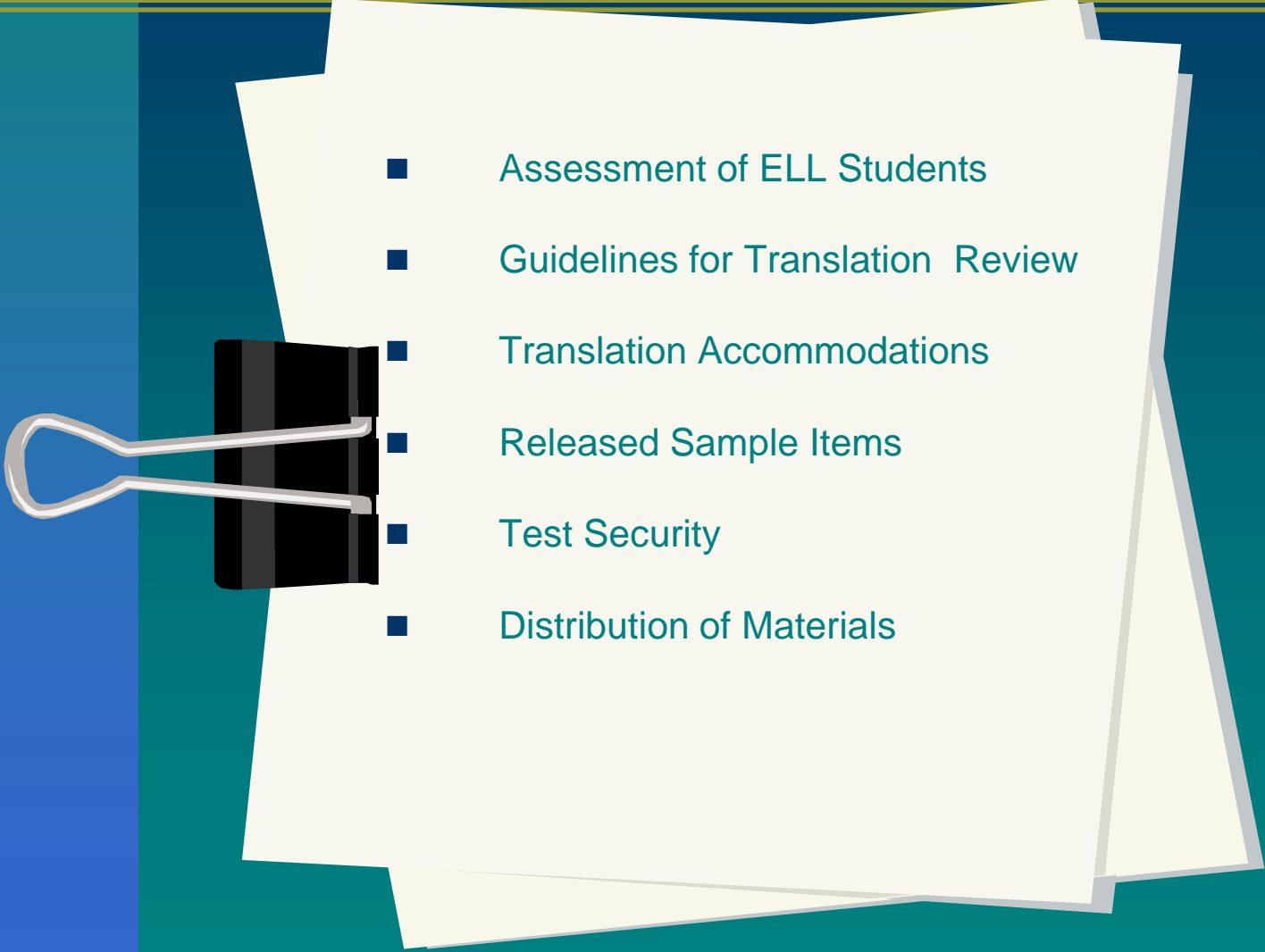


WKCE Translation Accommodation

Annual Bilingual/ESL Meeting
October 8, 2009



Today's Agenda

- 
- Assessment of ELL Students
 - Guidelines for Translation Review
 - Translation Accommodations
 - Released Sample Items
 - Test Security
 - Distribution of Materials

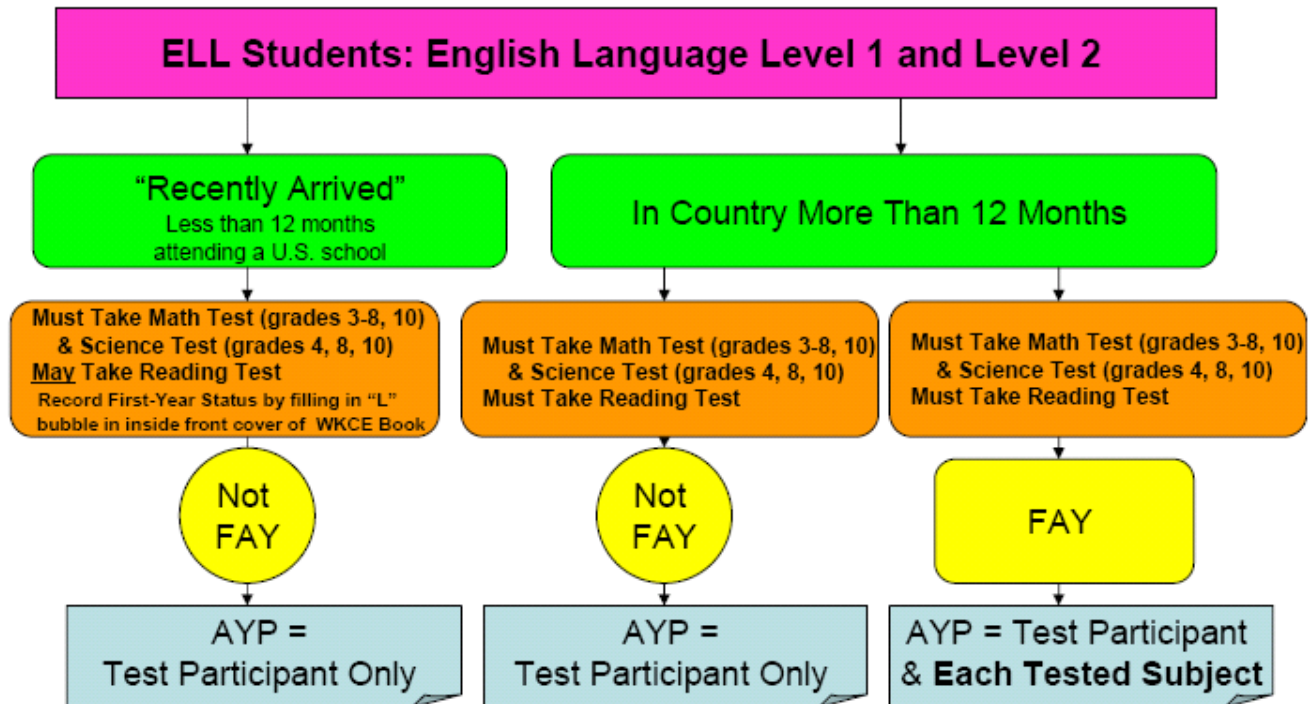
Assessment of ELLs

- ❖ All English language learners will be participating in the WKCE
 - Exception: ELLs who have an IEP that states that their instruction should be based on the Extended Grade Band Standards – These students take the WAA-SwD
- ❖ The Decision Flowchart outlining participation and AYP information for ELP Levels 1 and 2 is available on the following site:
<http://dpi.wi.gov/oea/doc/ell1-2wsas.doc>

ELL Decision Process

(FAY=Full Academic Year)

ELL Decision Process



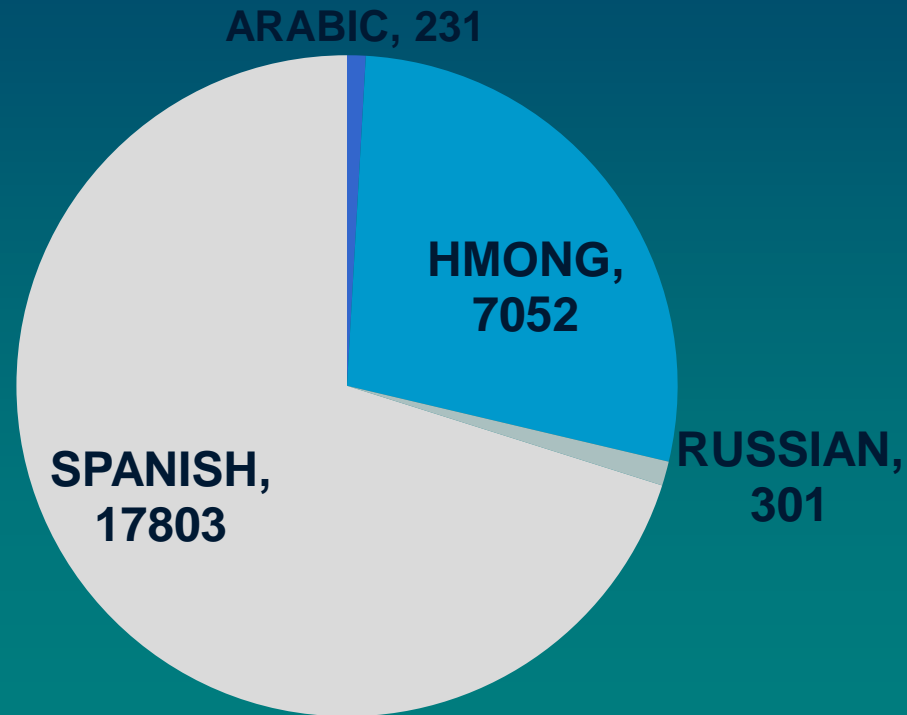
Background

The translation process has incorporated multiple steps to ensure the highest quality and reliability possible:

- Expert Translators
- Review Panel with Native Spanish speaking educators
- Proofreading Panel

Largest Four Language Groups

Number of ELL Students - 2008-09



Guidelines for Translation Review

PURPOSE: To verify accurate translations and address possible linguistic differences

GUIDELINES FOR TRANSLATION

Recognized and minimized cultural differences

- Goals: To reduce barriers to the true content being measured
- Add words to bilingual word list if needed

Used direct translation when possible

Preserved the reading level

- Consider grade level appropriate words and grammar

Guidelines (cont.)

Used equivalent words or phrases

- For example, *cupcake* or *pizza*

Maintained the essential meaning of test items, directions

- Made sure the question is measuring the same content

Made sure the difficulty of achievement items does not change

- Careful not to simplify items or make them more difficult

Accommodations

The translation accommodation is comprised of:

- Translation Written Script-
 - ❖ All test items and directions in Mathematics, Science, Social Studies, and Writing
 - ❖ Directions only for Reading and Language Arts

Accommodations (cont.)

- Bilingual Word List-
 - ❖ Commonly used vocabulary that may be unfamiliar to the student
 - ❖ Difficult to translate words
 - ❖ Content specific (Science, Social Studies, Mathematics)

Use of Accommodations

- Students may use all or parts of the translation accommodation
- Students must mark their final answers in the English version of the WKCE in order to be scored.
 - Students may write their response to Mathematics Constructed Response (CR) items in the script in Spanish . A qualified translator may serve as a scribe and may translate these responses into English.
 - Please see the Guidelines for Qualified Translators at:
http://dpi.wi.gov/oea/doc/translator_guidelines.doc

Use of Accommodations

- Scripts are designed to be used as a side-by-side accommodation
- The scripts are intended to be printed and can be used in different ways based upon district decisions. For example:
 - Side-by-side with the WKCE by a student independently
 - To be read by a proctor as a student completes the test in English
 - To be read by a proctor if a student has questions

Use of Accommodations

- Scripts will look similar to the English version and follow the same page numbering system for each form.
 - Note: In some instances, an item may not fit on the same page as the English copy. This item will be continued on the next page and will retain the same page number as the original.
- Graphics are not included in the scripts unless necessary due to language. Students will have to look back to the English copy of the WKCE in most cases.

Population

- Intended for English Language Learners (ELLs) who are fluent in Spanish
- Ideally, students would have native language support in their daily instruction
 - These students are usually ELP levels 1 or 2
 - There may be other students who find parts of this accommodation helpful

Considerations

Before making decisions regarding the use of accommodations, consider students':

- Background
- Language Proficiency
- Level of Literacy
- Access to instruction in native language

ELL Accommodations

Districts who serve students who speak languages other than Spanish or Hmong may use qualified translators to provide translation support to students.

Information about additional allowable accommodations for ELLs can be located on the DPI website:

<http://dpi.wi.gov/oea/pdf/accom09.pdf>
and in the DAC guide and the TAM

Released Item Example

English Version

- 1 Look at the equation below.

$$72 + \square - 3 = 6$$

What value belongs in the box?

- Ⓐ 8
- Ⓑ 9
- Ⓒ 12
- Ⓓ 24

- 2 Which of these is equal to 4,035?

- Ⓐ $400 + 30 + 5$
- Ⓑ $4,000 + 30 + 5$
- Ⓒ $4,000 + 300 + 5$
- Ⓓ $4,000 + 300 + 50$

- 3 $(6 + 3) \times 2 =$

- Ⓐ 11
- Ⓑ 12
- Ⓒ 18
- Ⓓ 36

- 4 Cameron baby-sits his brother 4 hours every Saturday. If Cameron baby-sits his brother on 12 different Saturdays, how many total hours does he baby-sit?

- Ⓐ 3 hours
- Ⓑ 16 hours
- Ⓒ 46 hours
- Ⓓ 48 hours

5
$$\begin{array}{r} 493 \\ - 326 \\ \hline \end{array}$$

- Ⓐ 163
- Ⓑ 167
- Ⓒ 173
- Ⓓ 177

STOP ●



Spanish Version

1. Observa la siguiente ecuación.

$$72 + \square - 3 = 6$$

¿Qué valor pertenece en el espacio en blanco?

- Ⓐ 8
- Ⓑ 9
- Ⓒ 12
- Ⓓ 24

2. ¿Cuál de las siguientes es igual a 4,035?

- Ⓐ $400 + 30 + 5$
- Ⓑ $4,000 + 30 + 5$
- Ⓒ $4,000 + 300 + 5$
- Ⓓ $4,000 + 30 + 50$

3. $(6 + 3) \times 2 =$

- Ⓐ 11
- Ⓑ 12
- Ⓒ 18
- Ⓓ 36

4. Cameron es la niñera de su hermano por 4 horas cada sábado. Si Cameron cuida a su hermano 12 diferentes sábados, ¿cuántas horas en total trabaja de niñera?

- Ⓐ 3 horas
- Ⓑ 16 horas
- Ⓒ 46 horas
- Ⓓ 48 horas

5.
$$\begin{array}{r} 493 \\ - 326 \\ \hline \end{array}$$

- Ⓐ 163
- Ⓑ 167
- Ⓒ 173
- Ⓓ 177

Continúa

Released Items

- Students can practice using the released sample items found at: <http://dpi.wi.gov/oea/publications.html>
- These items may be used to help familiarize your students with the accommodation process

Test Security



The primary goal of WSAS test security is to protect the integrity of the examinations by:

- Securing the test materials at all times
- Ensuring appropriate administration of the test

Test Security



Please take the following precautions to maintain test security:

- Have everyone handling these materials sign a confidentiality agreement form if they haven't already done so
- Number every copy (whether paper, CD, etc.), and sign the numbered copies in and out
- After testing is complete, destroy all copies. Keep on file a confirmation of destruction form
- Violations of test security may result in invalidation of test results and possible disciplinary action by the district.

Test Security



Confidentiality Forms and Confirmation of
Destruction Forms can be found at:

<http://dpi.wi.gov/oea/dacforms.html>



Distribution of Accommodation

Your district assessment coordinator (DAC) will be sent a copy (multiple copies will be sent to the largest districts) of the translation accommodation in the format of a CD.

Districts will be responsible for duplicating and distributing necessary materials to each school.

- For example, DACs may choose to burn CDs, produce hard copies, etc., in order to distribute materials to schools.



Test Security protocol should be observed by all who work with the materials.

Organization of CDs

- CDs will be formatted with PDF files organized by language
- Bilingual word list and all test forms are included
- Confirmation of Destruction Form also included

More Information

- Please contact the Office of Educational Accountability with questions and concerns:

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