

Native Language Assessments for K-12 English Learners

A 2025 State-Level Snapshot

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Executive Summary

Native language assessments provide an important means to measure what K–12 English Learners (ELs) know in core academic subjects independent of their English proficiency level.

As of 2025, 35 states and the District of Columbia offered at least one native language assessment, an increase of four states since 2020. Yet gaps remain: EL students in 15 states still lack access to native language assessments, and in many states the languages identified as significant do not align with the languages in which assessments are available.

This data snapshot documents how states define significant languages, what languages states define as significant, and the most recent types of native language assessments states offer.

1 Introduction

Public school districts nationwide have been required by the federal government for the past quarter century to periodically assess their students, including English Learners (ELs), in core academic subjects. For the nation's 5.3 million EL students, though, these assessments in reading/language arts, mathematics, and science present a persistent challenge. Testing students in a language they are actively learning makes it difficult to determine wheth-

er gaps uncovered by assessments reflect deficits in content knowledge or English proficiency.

35 states and the District of Columbia offer an assessment accommodation designed to test content knowledge in students' home language.

To address this, 35 states and the District of Columbia offer an assessment accommodation designed to test content knowledge in students' home language. These native language assessments, as they are known, can take various forms, including written translations of English tests, oral translations administered by a person or by audio recording, or assessments designed from the outset in a language other than English. These assessments are provided with the intention of producing more accurate data on what ELs know in academic content areas and are often offered to ELs at the beginning stages of English language development.

Several states have expanded their use of native language assessments since 2020, when the Migration Policy Institute (MPI) last examined the issue.¹ This fact sheet updates the landscape, drawing from the most recently approved state plans under the federal *Every Student Succeeds Act* (ESSA) and publicly available assessment and accommodation documents for all 50 states and the District of Columbia.

BOX 1 The History of Assessments

With the enactment of the *No Child Left Behind Act of 2001* (NCLB), the federal government began requiring that all public school students in all 50 states and the District of Columbia be regularly assessed in core academic subjects.

Students are to be assessed annually in reading/language arts and mathematics in grades 3 through 8 and once in high school, as well as three times in science across grades 3 through 12.

While the *Every Student Succeeds Act of 2015* (ESSA) introduced more flexibility for states with regard to assessment and accountability, it retained the assessment requirements laid out in the NCLB. The results of these assessments serve to monitor whether schools are closing achievement gaps and ensure that traditionally underserved students, such as English Learners (ELs), have equitable access to quality education.

2 Differing State Definitions of Significant Language

Under ESSA, states must submit consolidated state plans that outline how they will implement federal education programs and meet accountability requirements. The plans require them to provide a definition for languages other than English that are “present to a significant extent in the participating student population of the state.”²

Identifying which languages meet this definition can help inform states of current testing accommodations needs, which may include the use of native

language assessments. Although states must define these significant languages, they have flexibility in their approach, resulting in variation across states.

Of the 50 states that clearly define significant language, 43 use percentage thresholds to define significant language. For instance, Florida defines a significant language as one “spoken by more than 5 percent of the student population.” Three states do not include percentage thresholds. Indiana’s definition, for instance, mandates assessment of “the second most spoken language in the state.” Four other states use a combination of percentage and non-percentage criteria, such as Maryland, which defines significant language as “a language group comprising 5 percent of the total tested population or 1,000, whichever is less.”

BOX 2 Federal Requirements for Assessments in Languages Other than English

Under ESSA Title 1, Part A, Section 3, states are required to include in their consolidated state plans:

- ▶ **Definitions of significant language:** Define and identify languages present to a significant extent.
- ▶ **Existing assessments:** Identify any assessments that already exist in languages other than English.
- ▶ **Assessment gaps:** Indicate which significant languages do not have annual academic assessments.
- ▶ **Development plans:** Explain how the state will develop the needed annual academic assessments.

Source: Code of Federal Regulations Title 34. Education § 34.200.6(f)(2)(ii), “Inclusion of All Students.”

Among the states using percentage thresholds, there are considerable differences in the thresholds set. Some states, such as Pennsylvania, have percentage thresholds as low as 0.5 percent, while others, such as Illinois, for example, set their threshold at 60 percent. The higher the threshold, the harder it is for a language population to meet it, meaning states with higher thresholds are likely to identify fewer languages as significant. Most states use thresholds on the lower end of this scale, with 29 states setting significance thresholds at 5 percent or below.

Although states may share the same percentage threshold, this does not mean their definitions of significant languages are the same. This is because states apply their thresholds to different populations. Thirteen states apply the thresholds to their total student population, 17 states and the District of Columbia apply them to their total tested student population, 16 to their total EL population, two to their total state population, and two others to multiple populations.

The most common significant language identified is Spanish, with 42 states identifying it as such.

While ESSA requires states to define what “significant” means, it does not require them to identify any languages as meeting that definition. Nor does it require them to develop native language assessments for the significant languages identified. Currently, 45 states and the District of Columbia identify at least one significant language in their state plans, while Arizona, Arkansas, Maine, Missouri, and Montana do not. Thirty-eight states that identify significant languages only identify one language as such; two states identify two languages as significant, and five states identify three or more languages as significant. The most common significant language identified is Spanish, with 42 states identifying it as such.

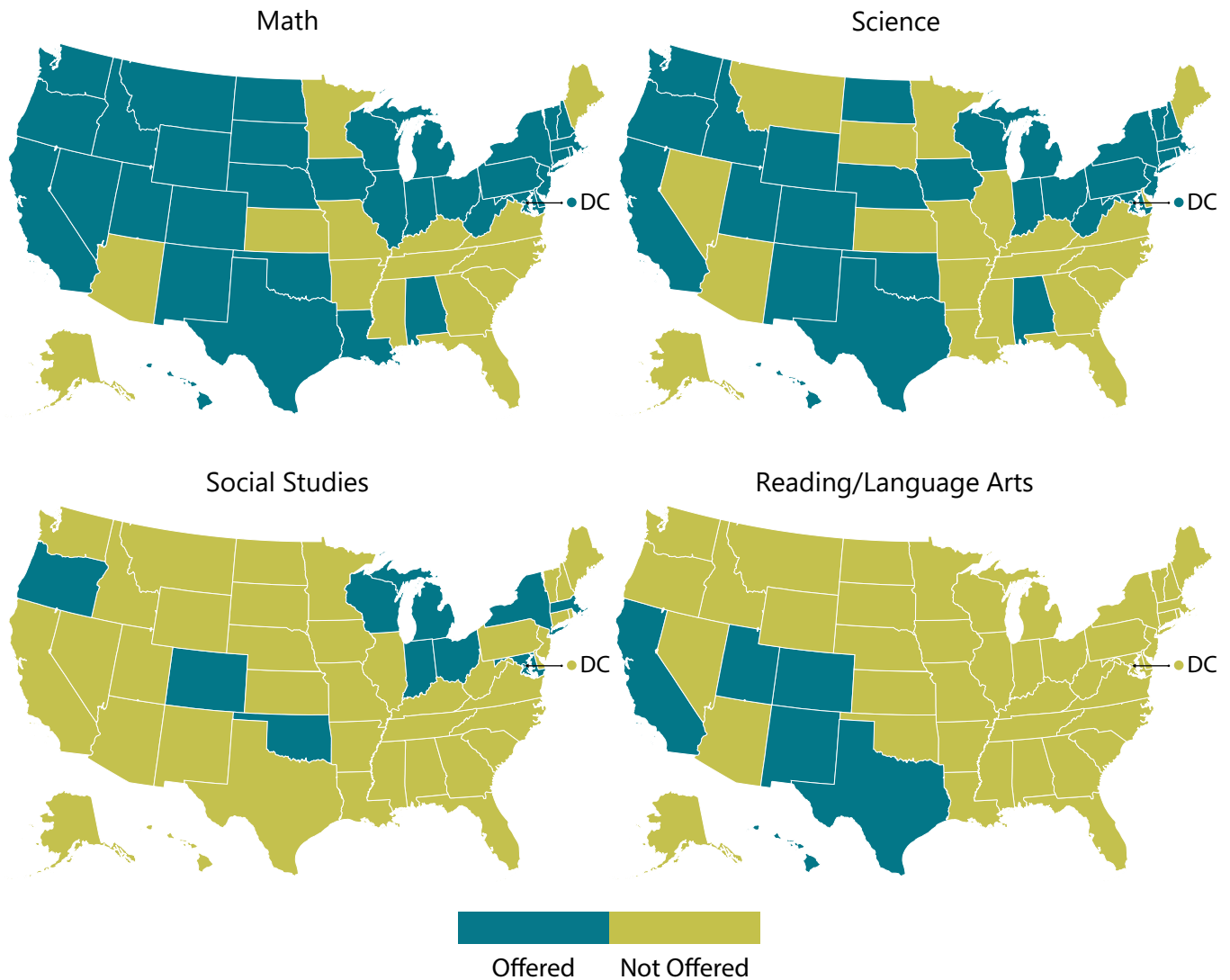
More information on states’ definitions of significant language and the languages they have identified to be significant can be found in the Appendices.

3 Current State of Native Language Assessments

The native language assessments that states offer do not consistently match the languages they identify as significant. Among the 45 states and the District of Columbia that identify at least one significant language, 28 states and the District of Columbia offered native language assessments in the language(s) they identified as significant as of 2025. Three other states offered assessments in at least one, but not all, of their significant languages. By contrast, 14 states did not offer native language assessments in their significant languages; 11 of these provided no native language assessments at all, while three offered assessments, but not in the languages they identified as significant. Additionally, four states neither identified a significant language nor offered native language assessments in any language. One state, Montana, offered a native language assessment in Spanish despite not identifying Spanish or any other language as significant.

As of 2025, 35 states and the District of Columbia offered native language assessments, an increase of four states from 2020, with Alabama, Iowa, Oklahoma, and Utah joining in the practice. Collectively, the 35 states and the District of Columbia offered assessments in Arabic, Bengali, Chinese (simplified, traditional), French, Haitian Creole, Hawaiian, Korean, Russian, Somali, Spanish, Swahili, and Vietnamese. All also offered at least one native language assessment in Spanish, except for Hawaii, which offers assessments only in the Hawaiian language.

FIGURE 1
States Offering Native Language Assessments, by Subject, 2025



Source: Migration Policy Institute (MPI) analysis; see Appendix Table A-2 for a full list of sources.

States offer native language assessments across all four core academic subjects, with math being offered by every state. Six states offered native language assessments solely in math, 14 states and the District of Columbia in math and science, and 14 in math, science, and social studies or reading/language arts. Colorado is the only state to offer native language assessments in all four subjects. It is important to note that most states do not offer native language assessments in reading and language arts, as the assessments are specifically designed to mea-

sure English reading and language skills. Only five states do—California, Colorado, Hawaii, New Mexico, and Texas.

Nine of the 35 states and the District of Columbia offering native language assessments use tests developed by a test consortium, down from 17 states in 2020. Test consortia are groups of states that collaborate to create and share standardized tests, such as the Smarter Balanced Assessment Consortium (SBAC) and the Partnership for the Assessment of

Readiness for College and Careers (PARCC). This decline is in part due to the dissolution of PARCC and Montana and Vermont leaving SBAC.

When considered across states, subject matter, and language, there were 82 individual native language assessments as of 2025. Of these, 43 were offered in a monolingual format, where assessments are *only* provided in a language other than English. In contrast, 36 were offered in a bilingual format. Nebraska's two native language assessments are offered in both formats, depending on whether the test is administered online or on paper. Both assessment formats may be accompanied by additional testing accommodations, including text-to-speech, bilingual word-to-word dictionaries, human readers, response transcription, and other supports.

For more information on the types of native language assessments offered by states, including the subject, language, and grade levels in which they are offered, as well as other accommodations, see Appendix Table A-2.

4 Thoughts for the Future

There have been notable shifts in the native language assessment landscape in recent years, with

more state educational agencies offering this form of assessment accommodation. Between 2020 and 2025, four additional states began to offer native language assessments.

Despite this increase, gaps remain. English Learner (EL) students in 15 states still lack access to native language assessments, and there continues to be a mismatch between identified significant languages and the availability of assessments in those languages. When states incorporate inclusive definitions of significant languages that reflect their current and future student populations and clearly define eligibility criteria for such native language assessments, the assessments can serve their purpose of capturing more accurate EL data.

Significant questions around the implementation of native language assessments persist, including the need to examine how these assessments fit into state accountability systems. With further research and clearer guidance for states and school districts, these forms of assessments have the potential to capture a more accurate picture of what English Learners know and can do, ensuring that ELs, as all students, can succeed and reach their full potential.

When states incorporate inclusive definitions of significant languages that reflect their current and future student populations and clearly define eligibility criteria for such native language assessments, the assessments can serve their purpose of capturing more accurate EL data.

Endnotes

- 1 Julie Sugarman and Leslie Villegas, *Native Language Assessments for K-12 English Learners: Policy Considerations and State Practices* (Washington, DC: Migration Policy Institute, 2020).
- 2 U.S. Department of Education, "Every Student Succeeds Act Consolidated State Plan Guidance," updated January 2017.

Appendix

TABLE A-1

Definitions and Identification of Significant Languages, and Native Language Assessments Offered, by State, 2025

State	Significant Language Definition	Applicable Population(s)	Percentage Threshold(s)	Language(s) Identified	Native Language Assessments Offered
<u>Alabama</u>	Languages that account for 2 percent or more of the student population	Total student population	2 percent or more	Spanish	Spanish
<u>Alaska</u>	Language represented by the greatest percentage of English Learners (ELs)	EL population	Greatest percent	Yup'ik	None
<u>Arizona</u>	When that language exceeds 10 percent of the total tested population	Total tested population	10 percent or more	None	None
<u>Arkansas</u>	When the number of students speaking that language exceeds 15 percent of total student population, or the most populous language within the state	Total student population	15 percent or more	None	None
<u>California</u>	Any native language other than English spoken by 15 percent or more of the student population in K-12	Total student population	15 percent or more	Spanish	Spanish
<u>Colorado</u>	5 percent or 1,000 persons, whichever is less, of the state grade-level Multilingual Learner (ML) population eligible to be served or likely to be affected	ML population	5 percent or 1,000 persons	Spanish	Spanish
<u>Connecticut</u>	Any language among more than 1 percent of its students	Total student population	1 percent or more	Spanish	Spanish
<u>Delaware</u>	Any language present statewide in at least 5 percent of the EL population in tested grades	Tested EL population	5 percent or more	Spanish (grades 3-8, 11) Haitian Creole (grades 3-8, 11) Arabic (grade 11)	Spanish
<u>District of Columbia</u>	5 percent of the total tested student population	Total tested population	5 percent or more	Spanish	Spanish
<u>Florida</u>	Languages spoken by more than 5 percent of the student population	Total student population	5 percent or more	Spanish	None

TABLE A-1 (cont.)

Definitions and Identification of Significant Languages, and Native Language Assessments Offered, by State, 2025

State	Significant Language Definition	Applicable Population(s)	Percentage Threshold(s)	Language(s) Identified	Native Language Assessments Offered
Georgia	Any language spoken by 3 percent or more of the participating student population	Not clearly specified	3 percent or more	Spanish	None
Hawaii	A primary language used by a student group that exceeds 5 percent of the state student population. Should no language used as a primary language by a student group exceed 5 percent of the student population, the most populous language other than English would be identified as a language other than English that is present to a significant extent in the participating student population	Total student population	5 percent or more, or non-percentage	Ilokano	Hawaiian
Idaho	A language spoken by 5 percent or more of all students, or 20 percent or more of ELs	Total student population, or EL population	Multiple percentages	Spanish	Spanish
Illinois	Any language spoken by more than 60 percent of ELs in the state	EL population	60 percent or more	Spanish	Spanish
Indiana	Second most spoken language in the state	Total state population	Non-percentage	Spanish	Spanish
Iowa	Any language that represents 4 percent or more of the native languages spoken by identified ELs	EL population	4 percent or more	Spanish	Spanish
Kansas	Any language where more than 5 percent of the participating student population statewide speaks the identified language, receives instruction in the native languages and services in the EL program	EL population	5 percent or more	Spanish	None

TABLE A-1 (cont.)

Definitions and Identification of Significant Languages, and Native Language Assessments Offered, by State, 2025

State	Significant Language Definition	Applicable Population(s)	Percentage Threshold(s)	Language(s) Identified	Native Language Assessments Offered
Kentucky	A language other than English that is present in greater than 5 percent of the total school population, or the most populous language	Total student population	5 percent or more, or non-percentage	Spanish	None
Louisiana	Languages spoken by greater than 1 percent of all students statewide	Total student population	1 percent or more	Spanish	Spanish
Maine	Threshold of 3 percent of the assessed student population	Total tested population	3 percent or more	None	None
Maryland	Language group comprising 5 percent of the total tested population or 1,000 whichever is less	Total tested population	5 percent or 1,000 persons	Spanish	Spanish
Massachusetts	First language of 10 percent or more of students eligible to take assessments in the state	Total tested population	10 percent or more	Spanish	Spanish
Michigan	Any language other than English that accounts for 10 percent or more of the EL student population	EL population	10 percent or more	Spanish, Arabic	Spanish, Arabic
Minnesota	Three most populous languages other than English	Total state population	Non-percentage	Spanish, Somali, Hmong	None
Mississippi	Most populous language other than English as well as any language for which 5 percent or more of students in tested grades speak the language	Total tested population	5 percent or more	Spanish	None
Missouri	5 percent of the statewide tested population and the most prevalent language	Total tested population	5 percent or more, and non-percentage	None	None
Montana	10 percent or more of students statewide identifying a particular home language other than English	Total student population	10 percent or more	None	Spanish

TABLE A-1 (cont.)

Definitions and Identification of Significant Languages, and Native Language Assessments Offered, by State, 2025

State	Significant Language Definition	Applicable Population(s)	Percentage Threshold(s)	Language(s) Identified	Native Language Assessments Offered
<u>Nebraska</u>	Any language that represents 15 percent or more of the native languages spoken by identified ELs statewide	EL population	15 percent or more	Spanish	Spanish
<u>Nevada</u>	Not clearly specified	Not clearly specified	Not clearly specified	Spanish	Spanish
<u>New Hampshire</u>	Exceeds 5 percent of the total tested population or the most prevalent language if none are greater than 5 percent	Total tested population	5 percent or more, or non-percentage	Spanish	Spanish
<u>New Jersey</u>	1.The most common language other than English spoken by the tested ML population and 2. Any native language other than English that is present in the ML population for three or more years, spoken by more than 5 percent of the total tested student population overall or in a given grade span.	Tested ML population	5 percent or more, and non-percentage	Spanish	Spanish
<u>New Mexico</u>	When a language exceeds 10 percent of the total tested population	Total tested population	10 percent or more	Spanish	Spanish
<u>New York</u>	As those spoken by 5 percent or more of New York State’s ELs/MLs	EL population	5 percent or more	Spanish, Chinese	Chinese [Traditional], Haitian-Creole, Korean, Russian, Spanish
<u>North Carolina</u>	Any language other than English that accounts for 2 percent or more of the overall tested student population	Total tested population	2 percent or more	Spanish	None

TABLE A-1 (cont.)

Definitions and Identification of Significant Languages, and Native Language Assessments Offered, by State, 2025

State	Significant Language Definition	Applicable Population(s)	Percentage Threshold(s)	Language(s) Identified	Native Language Assessments Offered
<u>North Dakota</u>	Any language spoken by an EL population that is at or above 30 percent of the state EL population or if there is no population 30 percent or greater, “significant language” is the language with the largest EL student population	EL population	30 percent or more	Spanish	Spanish
<u>Ohio</u>	Those that include at least 20 percent of the state’s EL student population	EL population	20 percent or more	Spanish	Spanish
<u>Oklahoma</u>	Students speaking a given language must both qualify as ELs and make up 5 percent or more of the total student population	Total student population, and EL population	5 percent or more	Spanish	Spanish
<u>Oregon</u>	The language of origin for at least 9 percent of state student population in K-12. Translation occurs within three years after the language first exceeds the 9 percent threshold	Total student population	9 percent or more	Spanish	Spanish
<u>Pennsylvania</u>	Languages spoken as a first or home language by 0.5 percent of the statewide public school enrollment	Total student population	0.5 percent or more	Spanish	Spanish
<u>Rhode Island</u>	5 percent or more of the total tested population	Total tested population	5 percent or more	Spanish	Spanish
<u>South Carolina</u>	Languages that are equal to or greater than 1.5 percent of the overall percentage of ELs statewide	EL population	1.5 percent or more	Spanish, Russian, Vietnamese, Chinese, Arabic	None
<u>South Dakota</u>	The native Lakota, Dakota, and Nakota languages, and secondly, any language at least 5 percent of the tested student population	Total tested population	5 percent or more, and non-percentage	Lakota, Dakota, Nakota	Spanish

TABLE A-1 (cont.)

Definitions and Identification of Significant Languages, and Native Language Assessments Offered, by State, 2025

State	Significant Language Definition	Applicable Population(s)	Percentage Threshold(s)	Language(s) Identified	Native Language Assessments Offered
Tennessee	As the five languages other than English that are most commonly spoken by ELs at home and present in (1) at least 4 percent of the overall student population or (2) 20 percent of the student population within a single local education agency (LEA) or (3) 20 percent within a single grade level at the state	EL population	Multiple percentages	Spanish	None
Texas	Greater than 10 percent of the total student population	Total student population	10 percent or more	Spanish	Spanish
Utah	Any native language other than English spoken by 5 percent or more of the participating student population statewide	Total tested population	5 percent or more	Spanish	Spanish
Vermont	The language represents 10 percent or more of the testing population or the most prevalent language if none are greater than 10 percent	Total tested population	10 percent or more	Nepali	Spanish, Arabic, Chinese (simplified), French, Swahili
Virginia	Languages other than English that are spoken by 5 percent or more of the EL population	EL population	5 percent or more	Spanish, Arabic	None
Washington	As any student/language combination that exceeds 1,000 in total across the state	Total student population	Non-percentage	Spanish, Russian, Vietnamese, Somali, Arabic, Ukrainian, Tagalog, Marshallese, Korean, Punjabi, Chinese – Unspecified, Chinese – Mandarin	Spanish, Russian, Korean, Vietnamese, Chinese, Somali, Arabic

TABLE A-1 (cont.)

Definitions and Identification of Significant Languages, and Native Language Assessments Offered, by State, 2025

State	Significant Language Definition	Applicable Population(s)	Percentage Threshold(s)	Language(s) Identified	Native Language Assessments Offered
West Virginia	If it represents at least 50 percent of the total state EL student population or it is the language with the highest representation of the total EL population	EL population	50 percent or more	Spanish	Spanish
Wisconsin	A language that has a written form and is the first language of students who represent at least 20 percent of the pupils enrolled in grades K-12 who are current or former ELs	EL population	20 percent or more	Spanish	Spanish
Wyoming	Native languages that represent 1 percent or more of the total student population taking the assessment	Total tested population	1 percent or more	Spanish	Spanish

Source: Author mapping of state policies; in Column 1, the state name is hyperlinked to the relevant source.

TABLE A-2

Native Language Assessments Offered, by State, Grade, Type, and Other Accommodations, 2025

Subject	Language(s)	Grade(s)	Assessment Type	Source	Other Accommodations
Alabama					
Math	Spanish	2-8	Bilingual translation	State-developed	Stacked translation (Spanish), word-to-word dictionary (multiple languages), human read aloud (Spanish), text-to-speech (Spanish)
Science	Spanish	2-8	Bilingual translation	State-developed	Stacked translation (Spanish), word-to-word dictionary (multiple languages), human read aloud (Spanish), text-to-speech (Spanish)
Alaska					
None listed	None listed	None listed	None listed	None listed	None listed
Arizona					
None listed	None listed	None listed	None listed	None listed	None listed
Arkansas					
None listed	None listed	None listed	None listed	None listed	None listed
California					
Math	Spanish	3-8, 11	Bilingual translation	Smarter Balanced Assessment Consortium (SBAC)	Stacked translation (Spanish), text-to-speech (Spanish), word-to-word glossary (multiple languages)
Science	Spanish	5, 8, High School	Bilingual translation	State-developed	Stacked translation (Spanish), text-to-speech (Spanish), word-to-word glossary (multiple languages)
Spanish Language Arts*	Spanish	3-8, High School	Monolingual translation	State-developed	Parallel development (Spanish), text-to-speech (Spanish), word-to-word glossary (Spanish)

TABLE A-2 (cont.)

Native Language Assessments Offered, by State, Grade, Type, and Other Accommodations, 2025

Subject	Language(s)	Grade(s)	Assessment Type	Source	Other Accommodations
Colorado					
Math	Spanish	3-8	Monolingual translation	State-developed	Transadaptation (Spanish), word-to-word dictionary (multiple languages), text-to-speech (Spanish), speech-to-text (Spanish), response transcription (Spanish)
Science	Spanish	5, 8, 11	Monolingual translation	State-developed	Transadaptation (Spanish), word-to-word dictionary (multiple languages), text-to-speech (Spanish), speech-to-text (Spanish), response transcription (Spanish)
Social Studies	Spanish	4, 7	Monolingual translation	State-developed	Transadaptation (Spanish), word-to-word dictionary (multiple languages), text-to-speech (Spanish), speech-to-text (Spanish), response transcription (Spanish)
Spanish Language Arts**	Spanish	3-4	Monolingual translation (paper)	State-developed	Parallel development (Spanish), word-to-word dictionary (multiple languages), speech-to-text (Spanish), response transcription (Spanish)
Connecticut					
Math	Spanish	3-8	Bilingual translation	SBAC	Text-to-speech (Spanish), human read aloud (Spanish)
Science	Spanish	5, 8, 11	Bilingual translation	State-developed	Word-to-word glossary (Multiple languages), text-to-speech (Spanish), human read aloud (Spanish)
Delaware					
Math	Spanish	3-8	Bilingual translation	SBAC	Text-to-speech (Spanish), speech-to-text (Spanish)
District of Columbia					
Math	Spanish	3-8, High School	Monolingual translation	State-developed	Transadaptation (Spanish), text-to-speech (Spanish), word-to-word dictionary (multiple languages)
Science (Biology)	Spanish	5, 8, High School	Monolingual translation	State-developed	Transadaptation (Spanish), text-to-speech (Spanish), word-to-word dictionary (multiple languages)
Florida					
None listed	None listed	None listed	None listed	None listed	None listed
Georgia					
None listed	None listed	None listed	None listed	None listed	None listed

TABLE A-2 (cont.)

Native Language Assessments Offered, by State, Grade, Type, and Other Accommodations, 2025

Subject	Language(s)	Grade(s)	Assessment Type	Source	Other Accommodations
Hawaii					
Math	Hawaiian	3-8	Monolingual translation	State-developed	Human reader (Hawaiian), text-to-speech (Hawaiian)
Science	Hawaiian	5, 8	Monolingual translation	State-developed	Human reader (Hawaiian), text-to-speech (Hawaiian)
Hawaiian Language Arts	Hawaiian	3-8	Monolingual translation	State-developed	Human reader (Hawaiian)
Idaho					
Math	Spanish	3-8, High School	Bilingual translation	SBAC	Text-to-speech (Spanish), human reader (Spanish), stacked translation (Spanish), translation glossary (Spanish, math only)
Science	Spanish	5, 8, 11	Bilingual translation	State-developed	Text-to-speech (Spanish), human reader (Spanish), stacked translation (Spanish)
Illinois					
Math	Spanish	3-8	Monolingual translation	State-developed	Transadaptation (Spanish), Text-to-speech (Spanish), human reader (Spanish)
Indiana					
Math	Spanish	3-8	Bilingual translation	State-developed	Toggle (Spanish), word-to-word dictionaries (multiple languages)
Science (Biology)	Spanish	4, 6, High School	Bilingual translation	State-developed	Toggle (Spanish), word-to-word dictionaries (multiple languages)
Social Studies (U.S. Government)	Spanish	5, High School	Bilingual translation	State-developed	Toggle (Spanish), word-to-word dictionaries (multiple languages)
Iowa					
Math	Spanish	3-11	Monolingual translation	State-developed	Translation (Spanish), text-to-speech (Spanish), human reader (Spanish)
Science	Spanish	5, 8, 10	Monolingual translation	State-developed	Translation (Spanish), text-to-speech (Spanish), human reader (Spanish)
Kansas					
None listed	None listed	None listed	None listed	None listed	None listed
Kentucky					
None listed	None listed	None listed	None listed	None listed	None listed

TABLE A-2 (cont.)

Native Language Assessments Offered, by State, Grade, Type, and Other Accommodations, 2025

Subject	Language(s)	Grade(s)	Assessment Type	Source	Other Accommodations
Louisiana					
Math	Spanish	3-8, High School	Monolingual translation	State-developed	Text-to-speech (Spanish), translation (Spanish)
Maine					
None listed	None listed	None listed	None listed	None listed	None listed
Maryland					
Math (Algebra 1, Algebra 2, Geometry)	Spanish	3-8, High School	Monolingual translation	State-developed	Text-to-speech (Spanish), human reader (Spanish), translation (Spanish), word-to-word dictionary (multiple languages)
Science	Spanish	5-8, High School	Monolingual translation	State-developed	Text-to-speech (Spanish), human reader (Spanish), translation (Spanish), word-to-word dictionary (multiple languages)
Social Studies (U.S. Government)	Spanish	8, High School	Monolingual translation	State-developed	Text-to-speech (Spanish), human reader (Spanish), translation (Spanish), word-to-word dictionary (multiple languages)
Massachusetts					
Math	Spanish	3-8, High School	Bilingual translation	State-developed	Stacked translation (Spanish), bilingual word-to-word dictionary,
Science and Technology/Engineering	Spanish	3-8, High School	Bilingual translation	State-developed	Stacked translation (Spanish)
Civics	Spanish	8	Bilingual translation	State-developed	Stacked translation (Spanish)
Michigan					
Math	Spanish	3-8	Bilingual translation	SBAC	Stacked translation (Spanish), human interpreter (Spanish), bilingual word-to-word dictionaries (multiple languages), translated glossary (Arabic or Spanish)
Science	Arabic, Spanish	4, 7, 11	Bilingual translation	State-developed	Video translation (Arabic or Spanish), bilingual word-to-word dictionaries (multiple languages)
Social Studies	Arabic, Spanish	5, 8, 11	Bilingual translation	State-developed	Stacked translation (Spanish), video translation (Arabic or Spanish), bilingual word-to-word dictionaries (multiple languages)
Minnesota					
None listed	None listed	None listed	None listed	None listed	None listed

TABLE A-2 (cont.)

Native Language Assessments Offered, by State, Grade, Type, and Other Accommodations, 2025

Subject	Language(s)	Grade(s)	Assessment Type	Source	Other Accommodations
Mississippi					
None listed	None listed	None listed	None listed	None listed	None listed
Missouri					
None listed	None listed	None listed	None listed	None listed	None listed
Montana					
Math	Spanish	3-8	Monolingual translation	State-developed	Text-to-speech (Spanish), translation (Spanish)
Nebraska					
Math	Spanish	3-8	Monolingual translation (online), Bilingual translation (paper)	State-developed	Word-to-word dictionaries (multiple languages), bilingual word list (Spanish), human reader (Spanish), text-to-speech (Spanish)
Science	Spanish	3-8	Monolingual translation (online), Bilingual translation (paper)	State-developed	Word-to-word dictionaries (multiple languages), bilingual word list (Spanish), human reader (Spanish), text-to-speech (Spanish)
Nevada					
Math	Spanish	3-8	Monolingual translation	SBAC	Text-to-speech (Spanish), human reader (Spanish), speech-to-text (Spanish), translated glossary (Spanish)
New Hampshire					
Math	Spanish	3-8	Monolingual translation	State-developed	Text-to-speech (Spanish)
Science	Spanish	3-8	Monolingual translation	State-developed	Text-to-speech (Spanish)
New Jersey					
Math	Spanish	3-12	Monolingual translation	State-developed	Transadaptation (Spanish), Human reader (Spanish), text-to-speech (Spanish), word-to-word dictionary (multiple languages)
Science	Spanish	5, 8, 11	Monolingual translation	State-developed	Transadaptation (Spanish), Human reader (Spanish), text-to-speech (Spanish), word-to-word dictionary (multiple languages)

TABLE A-2 (cont.)

Native Language Assessments Offered, by State, Grade, Type, and Other Accommodations, 2025

Subject	Language(s)	Grade(s)	Assessment Type	Source	Other Accommodations
New Mexico					
Math	Spanish	3-8	Monolingual translation	State-developed	Text-to-speech (Spanish, interim assessment), human reader (Spanish, paper test)
Science	Spanish	5, 8, 11	Monolingual translation	State-developed	Pop up glossary (Spanish) text-to-speech (Spanish), human reader (Spanish, paper test)
English Language Arts	Spanish	3-8, 11	Monolingual translation	State-developed	Text-to-speech (Spanish, session two), human reader (Spanish, paper test)
New York					
Math	Arabic, Bengali, Chinese (Simplified), Chinese (Traditional), Haitian Creole, Korean, Russian, Spanish	3-8, High School	Monolingual translation	State-developed	Word-to-word dictionaries (multiple languages), bilingual glossaries (multiple languages), human reader (multiple languages)
Science	Arabic, Bengali, Chinese (Simplified), Chinese (Traditional), Haitian Creole, Korean, Russian, and Spanish	5, 8, High School	Monolingual translation	State-developed	Word-to-word dictionaries (multiple languages), bilingual glossaries (multiple languages), human reader (multiple languages)
Social Studies	Arabic, Bengali, Chinese (Simplified), Chinese (Traditional), Haitian Creole, Korean, Russian, Spanish	High School	Monolingual translation	State-developed	Word-to-word dictionaries (multiple languages), bilingual glossaries (multiple languages), human reader (multiple languages)
North Carolina					
None listed	None listed	None listed	None listed	None listed	None listed
North Dakota					
Math	Spanish	3-8, 10	Monolingual translation	State-developed	Bilingual dictionary (Spanish), human translator (Spanish), text-to-speech (Spanish)
Science	Spanish	4, 8, 10	Monolingual translation	State-developed	Bilingual dictionary (Spanish), human translator (Spanish), text-to-speech (Spanish)

TABLE A-2 (cont.)

Native Language Assessments Offered, by State, Grade, Type, and Other Accommodations, 2025

Subject	Language(s)	Grade(s)	Assessment Type	Source	Other Accommodations
Ohio					
Math	Spanish	3-12	Bilingual translation	State-developed	Toggle (Spanish), text-to-speech (Spanish), word-to-word dictionaries (multiple languages), human reader (multiple languages)
Science	Spanish	3-12	Bilingual translation	State-developed	Toggle (Spanish), text-to-speech (Spanish), word-to-word dictionaries (multiple languages), human reader (multiple languages)
Social Studies	Spanish	3-12	Bilingual translation	State-developed	Toggle (Spanish), text-to-speech (Spanish), word-to-word dictionaries (multiple languages), human reader (multiple languages)
Oklahoma					
Math	Spanish	3-8	Monolingual translation	State-developed	Text-to-speech (Spanish), human reader (Spanish)
Science	Spanish	3-8, 11	Monolingual translation	State-developed	Text-to-speech (Spanish), human reader (Spanish)
U.S. History	Spanish	11	Monolingual translation	State-developed	Text-to-speech (Spanish), human reader (Spanish)
Oregon					
Math	Spanish	3-8, 11	Bilingual translation	SBAC	Toggle (Spanish), translation glossary (multiple languages), human reader (Spanish), text-to-speech (Spanish)
Science	Spanish	5, 8, 11	Bilingual translation	State-developed	Human reader (Spanish), text-to-speech (Spanish)
Social Science	Spanish	3-8, 11	None listed	State-developed	None listed
Pennsylvania					
Math	Spanish	3-8, 11	Bilingual translation	State-developed	Word-to-word dictionary (multiple languages), human reader (multiple languages)
Science	Spanish	4-8, 11	Bilingual translation	State-developed	Word-to-word dictionary (multiple languages), human reader (multiple languages)
Rhode Island					
Math	Spanish	3-8	Monolingual translation	State-developed	Human reader (Spanish), transcribed responses (Spanish)
Science	Spanish	5, 8, 11	Bilingual translation	State-developed	Text-to-speech (Spanish), human reader (Spanish)
South Carolina					
None listed	None listed	None listed	None listed	None listed	None listed

TABLE A-2 (cont.)

Native Language Assessments Offered, by State, Grade, Type, and Other Accommodations, 2025

Subject	Language(s)	Grade(s)	Assessment Type	Source	Other Accommodations
South Dakota					
Math	Spanish	3-8, 11	Bilingual translation	SBAC	Text-to-speech (Spanish), speech-to-text (Spanish), human reader (Spanish), translated glossaries (multiple languages)
Tennessee					
None listed	None listed	None listed	None listed	None listed	None listed
Texas					
Math	Spanish	3-5	Monolingual translation	State-developed	Bilingual dictionaries (Spanish), text-to-speech (Spanish), spell check (Spanish)
Science	Spanish	5	Monolingual translation	State-developed	Bilingual dictionaries (Spanish), text-to-speech (Spanish), word prediction (Spanish), spell check (Spanish)
English Language Arts	Spanish	3-5	Monolingual translation	State-developed	Text-to-speech (Spanish), speech-to-text (Spanish), word prediction (Spanish), spell check (Spanish), pop-ups (Spanish), rollovers (Spanish), prereading (Spanish)
Utah					
Math	Spanish	9-10	Monolingual translation	State-developed	Text-to-speech (Spanish)
Science	Spanish	9-10	Monolingual translation	State-developed	Text-to-speech (Spanish)
English Language Arts	Spanish	9-10	Monolingual translation	State-developed	None listed
Vermont					
Math	Spanish (Nicaraguan), Arabic (Standard MENA), Chinese (simplified Mandarin), French, Swahili	3-8, High School	Monolingual translation	State-developed	Word-to-word dictionaries (multiple languages)
Science	Spanish (Nicaraguan), Arabic (Standard MENA), Chinese (simplified Mandarin), French, Swahili	5, 8, 11	Monolingual translation	State-developed	Word-to-word dictionaries (multiple languages)

TABLE A-2 (cont.)

Native Language Assessments Offered, by State, Grade, Type, and Other Accommodations, 2025

Subject	Language(s)	Grade(s)	Assessment Type	Source	Other Accommodations
Virginia					
None listed	None listed	None listed	None listed	None listed	None listed
Washington					
Math	Spanish	3-8, 11	Bilingual translation	SBAC	Text-to-speech (Spanish), human reader (Spanish)
Science	Spanish, Russian, Korean, Vietnamese, Chinese, Somali, Arabic	5, 8, 11	Bilingual translation	State-developed	Text-to-speech (Spanish), human reader (Spanish)
West Virginia					
Math	Spanish	3-8	Bilingual translation	State-developed	Stacked translation (Spanish), human reader (Spanish), bilingual word-to-word dictionaries (Spanish)
Science	Spanish	3-8	Bilingual translation	State-developed	Toggle translation (Spanish), human reader (Spanish), bilingual word-to-word dictionaries (Spanish)
Wisconsin					
Math	Spanish	3-8	Bilingual translation	State-developed	Text-to-speech (Spanish), human reader (Spanish)
Science	Spanish	4, 8	Bilingual translation	State-developed	Text-to-speech (Spanish), human reader (Spanish)
Social Studies	Spanish	4, 8, 10	Bilingual translation	State-developed	Text-to-speech (Spanish), human reader (Spanish)
Wyoming					
Math	Spanish	3-10	Bilingual translation	State-developed	Word-to-word dictionary (Spanish), human reader (Spanish)
Science	Spanish	3-10	Bilingual translation	State-developed	Word-to-word dictionary (Spanish), human reader (Spanish)

SBAC = Smarter Balanced Assessment Consortium

* In California, the Spanish language arts assessment is aligned with the California Common Core Standards en Español.

** In Colorado, the Spanish language arts assessment requires responses in Spanish.

Source: Author mapping of state policies; in Column 1, the state name is hyperlinked to the relevant source.

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