

Supporting ELL Students Through Assessments

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Abstract

English Language Learners (ELLs) of all ages are found all across the United States. In California elementary aged ELL students account for more than 50 percent of all school aged English learners (cde.ca.gov). California is the state with the largest number of ELL students, at about 20% according to the 2019 census (cde.ca.gov). English Language Learners have been the center of many educational debates for many years, dating back to 2001 with the beginning of the No Child Left Behind Act. However, assessment scores prove that ELL students are struggling and being left behind at an alarming rate.

Keywords: English Learners, language minority students, California, education

Supporting ELL students through assessments

Historically, the field of education has seen theories of learning and teaching constantly change, which influence the way that we teach. We, public education teachers, always endure these changes thinking that we are making them in favor of our students. One of these key questions involves asking how to best support our English Language Learner (ELL) students. Data shows that ELL students are still struggling with mastering the English language, despite the NCLB legislation (cde.ca.gov). This leaves us with the never ending question of how can we best support our ELL students? Assessments have often been seen as the answer, as they have been used to collect data which measures ELLs language proficiency. The data from assessments are also thought to be used as an evaluation of ELL program efficiency. These assessments are given in English, to students who are still trying to learn and develop a completely new language. Placement of these students is often based on their assessment scores.

These scores determine a lot for ELL students, but do not necessarily help guide teacher instruction.

Statement of the Problem

English Language Learners (ELL) have been at the center of many educational debates for roughly 40 years since the case of *Lau v. Nichols* in 1974. As in many different debates, different policies have paved the pathway for many ELL students; some were a huge success and some have been a disaster. ELL students have been in the middle of the many shifts in educational policies and used as guinea pigs with all of the trial and error methods in place. One thing is for certain, accountability for the success of English learners has been raised due to the No Child Left Behind Policy (NCLB), which demands that every child gets the support that they deserve to succeed. To know how to support EL students, many different ideas and assessments have gone through a trial and error module that have led us to new findings. When a child is first enrolled in school, they must answer the daunting question of the child's first language. Though this may seem like an easy and simple question, it is a question that determines the future for their students. If the parents indicate that their students first language was not English, they have now been identified as EL and will soon be undergoing a new set of assessments and placements that their English only (EO) peers will not.

Justification of the Study

The purpose of this study is to bring awareness to the challenges that many English Language Learners face. This work is important because in education, we should not leave any student or child behind. We have failed EL students and it is time to find ways to support them, in the way that they deserve. This study adds a contribution to the field of English Learner

research as there are still only a few assessments that have been developed to measure English Language Proficiency and many of them have inherent problems.

Positionality

When I started school, my parents who knew little to no English, were helpless in trying to teach me the language. I was an English Language Learner student who was put into special ELL classrooms. Like many other students who were in my situation, I was a guinea pig. Every year after 2001, I took a long assessment that was meant to demonstrate how much English I knew. This test determined the kind of classes I would be in and the kind of teachers I would get. When I was younger, I never realized that my English was any different than my peers; until I moved in the 7th grade to an area where all of my peers were English Only students. I was constantly teased for the way I spoke English. Though this was one of the most challenging times in my education, I also learned so much about the English language. I was pushed to learn how to speak English. I was no longer “dumbed down” by being in classrooms that did little to actually help me learn the language. This study means so much to me, because I refuse to continue leaving English Language Learner students behind. I know that by increasing the support we provide to EL students, students will be successful enough to continue onto higher education and reduce the number of rising dropout rates.

Review of the Literature

The following articles have highlighted some of the main points surrounding English Language Learners assessments and support, particularly in California. These articles have been selected based on their relevance to the topic of supporting English Language Learners through assessments. The literature review begins by examining the current English Language

Proficiency Assessment (ELPAC), and the previously used California English Language Development Test (CELDT). These two exams have determined and set the path for English language Learners in California.

English Language Learners Assessments

All around the United States, changes to assessments are made every year. In the state of California, policy makers have changed the assessments that English Language Learners (ELs) must take when they have been identified as EL. Many researchers have suggested different areas that these assessments should focus on. The current assessment English Language Proficiency Assessment for California (ELPAC), is discussed by Boals (2015). He notes the changing context and the changing constructs that surround the assessments that ELL students have to take, the English Language Proficiency Assessments for California (ELPAC). Boals believes that the ELPAC exam has many shortcomings with the test design and the testing itself (Boals, 2015). The main issue that Boals mentions with the current ELPAC exam is that, while it does more than previous assessments to comply with the current Common Core State Standards, it still generates issues of comparability of how it examines academic language. Current English Language Development Standards are “serving more to focus on basic English development rather than helping teachers and students focus on the specific school-based and more complex language needed for school success” (p. 127). Standards that are not being aligned with the ELPAC, are essentially doing a disservice to our EL students. The ELPAC needs to comply more with how the student uses language in the classroom/ academically. The current challenges lie in the “designers of ELP assessments needs to clarify their thinking about how to design assessment tasks in order to make the connections between the evidence collected about a student’s language in the assessment to claims about his or her language use in the target

language use domain of the classroom” (Boals, 2015, p.140). The data that is gathered and reported from ELP assessments should give teachers a clear identification of where students' language is academically.

The previous assessment that was given to EL students was the California English Language Development Test (CELDT). This test had been administered to English Language Learners since 2001. The CELDT was given to EL students once a year as a way to monitor their development of the English language. Teachers in California were very apprehensive with this test since the results did not provide enough information to help guide instruction for ELs (Chavez, 2013). During the 2000s this test had been used as the way for districts to make decisions in regards to placement for EL students. For over 10 years, the CELDT was used as the only mandated summative assessments in the state of California. In reality, “no mandated tests in California monitored EL progress towards English proficiency” (Chavez, 2013, p. 6). It was not until the 2006-2007 school year that the CELDT underwent a much needed revision to ensure that it was federally compliant with the NCLB legislation (Chavez, 2013). What was found was that there was a large gap between what the test administered to the language used in the classroom. Thus, the CELDT was replaced with the current ELPAC assessment. However, it has been disheartening to know that many EL students were failed by the State for many years. The CELDT which was given to the students at the end of the year, did nothing for teachers to be able to guide instruction in order to support these students. Instead they were left behind despite the NCLB legislation.

These two assessments share many differences and yet many similarities. They were both designed to provide additional data to support English Language Learners. However, these assessments are still not a one size fits all, since English Language Learners come in many

different forms. It is crucial to continue to find and develop assessments to help drive instruction that will be beneficial to EL students. The CELDT and the ELPAC both need to keep in mind the students that are being assessed and find a way to make it a more fair playing field.

Improving Assessments

Questions still remain as to what is the best way to administer, develop, and use assessments for ELL students. In the research done by Wolf et al (2016), it was discussed how using theory-and-evidence-based principles can help make recommendations that will actually help educators better serve EL students. The different assessments that have been given to EL students throughout the United States is also discussed. Wolf states that he recognized the importance of assessments to help maintain the accountability and funding of each state. However, previous assessments have been a disservice to many EL students. Changes must be made to the assessments that EL students take (Wolf, 2016). Wolf also examined the EL standards that teachers must teach, which are supposed to correlate with the assessments. EL students are not only required to meet these standards each year, but are also challenged by having to meet the Common Core State Standards (CCSS). These current standards “feature more rigorous academic expectations and higher language demands” (Wolf, 2016). The demand for higher academic expectations has become overwhelming for many students, but especially EL students who already struggle with the language. “This explicit demand for more sophisticated academic language use signals important changes in expectations for the education of ELs and creates an urgent need for new ELP standards and assessments” (Wolf, 2016). Evidence that the current assessments given to EL students do not help administrators or teachers support EL students can be seen all over the state. The reason for the lack of accountability with these assessments are one, “long scoring turnaround times and poor access to score reports”

(Wolf, 2016). In order to improve assessments for our EL students, something has to be figured out to get the scores to the teachers in a timely manner, which will allow them to meet their ELL students exactly where they are during that specific time period. Secondly, what the assessments measure needs to comply with the language that students need in order to be successful in the classroom.

Bailey and Heritage (2014) focused on how learning progressions can help support teachers' assessment and instructional practices. Teachers have used English Language Development standards as a guide for their EL instruction, however these standards “lack the specificity needed to describe the language learning development that must occur for students to use language as both a goal in itself and in the service of content learning” (Baily & Heritage, 2014, p. 3). Many teachers have become overwhelmed with the challenges that come with trying to teach these standards to their EL students. The challenge lies in that teachers are lacking the sufficient knowledge of language development. Bailey and Heritage suggest that teachers should continue to attend language and content development, to better help them serve their EL students (2014). In order for students to truly be able to learn a new language, teachers must be able to comprehend language growth and understand the way that language development works.

“Without a comprehensive description of language growth, teachers have very little to guide their expectations for and instructional support of language learning and development; they lack detailed descriptions needed to engage in effective formative assessments” (Bailey & Heritage, 2014, p. 3). Bailey and Heritage suggest that different theories and empirical issues can help teachers achieve success for their ELL students. They focus specifically on scholastic contexts using the Dynamic Language Learning Progression (DLLP) module. “DLLP is a means to assist teachers in gauging the characteristics of language features students are producing in different

contexts to guide their instruction” (Bailey & Heritage, 2014, p.19). DLLP also focuses on using formative assessments rather than summative assessments. Bailey & Heritage held a training course to help teachers learn about DLLP, they met every month for seven months. At the end of the training, observations were conducted to see if DLLP was helpful in kindergarten class with EL students. They found that the more context clues that the teachers were able to recognize, the more they were able to help and support their students. “Successful evolution of students’ thinking is dependent on quality teaching, learning, and assessments opportunities” (Bailey & Heritage, 2014, p.22).

In a different approach to make assessments more meaningful, Llosa (2011) introduced the interesting concept of teachers giving students their assessments in the classroom. Llosa makes a point to say that since the United States has taken on a standards-based approach to education, it would make sense to have students tested within the classroom (2011). Her claim is that “assessments can be conducted in more authentic and meaningful ways in the classroom; perhaps most importantly, teachers and students have immediate access to classroom assessment results and can use them to improve teaching and learning” (Llosa, 2011, p. 368). Llosa conducted a study in a large urban school district in California. The assessments that were given to students K-12 were all different but they each focused on the list of the California English Language Development (ELD) standards. These assessments were given to EL students by their teachers in their classrooms. The study led Llosa to find that teachers are good judges of students English proficiency levels, since they spend the most time with them and have seen their English Language Develop. However, she also found some discrepancies with teachers giving their students the classroom assessments. “Teachers did not interpret the standards consistently and, as a result, the extent to which a student was determined to master a standard was largely based on

a particular teacher's interpretation of that standard" (Llosa, 2011, p. 370). Llosa noted the benefits and the challenges that can be caused by teachers giving their EL students assessments in the classroom. Llosa also found that while there could be potential benefits of teachers doing this, teachers would need to truly know and understand language development and know how to measure their students' performance on the assessments (2011). This leads back to the research conducted by Bailey & Heritage, as they state that many teachers lack the understanding of the English Language Development state standards needed in order to best serve EL students.

State Standards

State Standards are yet another obstacle for English Language Learners. They are expected to take a standardized test along with their peers every year. In the study by Carter (2019), she found that it is unrealistic to expect EL students to perform well on these state standardized tests. Carter noted that there is an urgency to find what works in order to improve policies and practices to better serve EL students (Carter, 2019). Regardless of the state, standardized tests are given each year to students starting in 3rd grade. These tests are given once a year and are high stakes as they are used to indicate if the student met the state standards. These tests are only given in one language, English. EL students are expected to take this test aside from having to take their English Language proficiency test. Carter studied the Virginia Standards of Learning (SOL) reading assessment, Virginia Standards of Learning (SOL) math assessments, and the WIDA (World-Class Instructional Design and Assessment) and found that "they do not reflect the overall academic achievement of English language learners" (Carter, 2019, p. 4). Another key problem that Carter notices as far as instruction for EL students is that "instructional strategies that are oftentimes used by teachers who teach English language learners are geared to native English speakers which leave second-language learners behind" (Carter,

2019, p. 4). So much pressure is put on both students and teachers to meet the required state standards each year, but EL students who are already struggling with the language, are being set up for failure. Having EL students take these tests to show whether or not they are meeting standards, is unrealistic when many EL students lack the academic vocabulary and language skills (Carter, 2019). As research shows, “it takes four to twelve years of second language development to achieve the level of academic proficiency of native speakers” (Carter, 2019, p. 5). If a student started English Language Development (ELD) in Kindergarten, they are unrealistically expected to take a test with their native speaking peers by 3rd grade, which cuts them off of an extra year to be proficient enough to take these tests.

As stated before, EL programs are not a one size fits all. In an article by Willner et al. (2010), they studied the impact that making accommodations available for English Language Learners could be helpful to their success. As previously mentioned, EL students are still expected to participate and take the state's reading and language arts assessments, with the exception of a student having been in the United States less than 12 months. “The use of accommodations was extended to assessments in the mid-1990s as a means of supporting both students with disabilities and ELS” (p. 696). This article takes a deeper look at what these accommodations are and how they are used to support EL students. “Accommodations for ELs involve changes to testing procedures, testing materials, or the testing situation to allow students meaningful participation in an assessment” (Willner, 2010, p. 697). Willner believes that since it is not fair to have EL students take standardized tests in a language that students do not know, expecting them to do well is unreasonable. He states the only solution to this would be to make accommodations for EL students so that they can be successful and not be left behind (Willner, 2019). Willner explains the process of making these accommodations possible for EL students.

They also provide five recommendations for improving the support that we offer EL students. 1) Teach the students the content, 2) Provide accommodations that support ELs' linguistic needs, 3) use a team to make accommodations decisions, 4) assign accommodations based on individual student need, 5) provide the opportunity for students to use accommodations prior to the test (Willner, 2019).

Another concern with standards-based education for EL is expressed by Kibler (2014) who notes, "in these settings, standards, curricula, and assessments are designed with varying understandings and incorporation of issues related to the linguistic and academic development of English language learners (ELs)" (p. 433). Even though standards-based education is the primary program across the United States, it is not necessarily the best one in place to help EL students be academically successful. These assessments are only available in one language, English. Though accommodations for EL students have been made available within the last few years, many EL students continue to be left behind. Historically, there have been many debates with how to best incorporate English Language Development standards with content state standards, however not much has been done to help this be successful. Kibler argues that assessing State standards is one part of the problem. The teacher expertise needed to teach the ELD standards and CCSS together is the other (2014). Teachers often lack the sufficient language development knowledge in order to help EL students develop a new language. Kibler suggests that teachers should be collaborating with language specialists in order to learn about the best instructional practices to support the language development of EL students. Research done in Australia and in the United States suggests that teachers who engage in sociocultural and language training are able to better serve their EL students (2014). "We choose to focus our attention on those students who are still in the process of acquiring the English necessary to succeed across the curriculum

in the primary and secondary schooling” (Kibler, 2014, p.441). The article concludes with stating that “much work remains to be done to establish a meaningful theoretical and empirical basis for the development, implementation, and assessment of standards” (Kibler, 2014, p.447). As different strategies suggest, there is still much more work that needs to be done in order to support EL students.

Implementing assessments to support learning

After assessments are completed, teachers must wait to get the results of the assessments before they can begin to develop a strategy to support students. This can take a full year and often it can lead to delayed action. In fact, it is common to not have test results available for the first round of parent-teacher conferences. This has limited the amount of support that can be provided to EL students due to not knowing exactly where they scored. Teachers and principals must come together to support EL students with limited resources at hand. This can often lead to disagreements on which approach is best for students. George Theoharis and Joanne O’Toole studied the role that effective leadership has on creating a socially just school that provides the needed support for English Language Learners (ELLs). The focus is geared more towards principles which is then also reflected in the teachers as well. A problem that drew the authors to conduct this study was finding that “English Language Learners (ELs) are now enrolled in schools and classrooms that have not traditionally served linguistically diverse learners” (Theoharis, 2011, p. 647). This ties into the reason why many teachers lack the needed knowledge to support English Language Development. There is a growing urgency for more support within the school system which provides training to teachers. Especially because EL students are often considered at risk students due to large drop-out rates. By implementing successful inclusive reforms efforts can promote academic achievement. “One of the most

critical attributes of effective schools for ELs is strong school leadership” (Theoharis, 2011, p. 648). A cross-case study was done on two elementary schools for three academic years. The study was completed by both George Theoharis and Joanne O’Toole. In one of the elementary schools, Bay Creek, they studied a new principal who had very little EL program knowledge but went out of her way to learn more so that she could better serve her community of growing EL students. In this school, EL programs consisted of the pull out method, where EL students were pulled out of their classrooms for one hour to work with an ESL teacher and an aide. When the principal decided that this method was not supporting EL students, she then changed the method to an inclusive method. The study led them to find that “ within 4 years of the reconstructing, more than 80% of Latino students were passing the reading and language arts state assessment” (Theoharis, 2011, p. 666). The second school, Green Tree Elementary, was also a pull-out school taught by a dual teaching certificated principal. When the new principal took over she changed this method to an inclusive method, where students did not need to be pulled out anymore. After using this inclusive method for 3 years, reading assessment scores were at an all time high of 98% (Theoharis, 2011). An important finding in the study was that “the most effective programs for ELs have emerged from comprehensive, schoolwide efforts that involve principles as well as teachers and staff” (Theoharis, 2011, p. 651).

Reading is a critical concept for students to be academically successful since it helps them understand directions and helps them develop their vocabulary. In the study by Slavin (2005), he compared bilingual and English only reading programs in order to find which one best supports ELL students. “In particular, Latino and Caribbean children are disproportionately likely to perform poorly in reading and school” (p.247). As this drives many researchers to find the best way to support EL students, two different methods seems to be the most promising. In

the early 1970s, bilingual education was seen across the country as the best way to help ELL students, since instruction was given in both English and Spanish. It wasn't until the 1990s that this changed, and the English only approach was set in place. The English only approach meant that instruction would only be provided in English for all students regardless of their native language. Both sides have some valid arguments on why they believe their method to support EL students is the best:

“Bilingual advocates also argue that without native language instruction, English language learners are likely to lose their native language proficiency, or fail to learn to read in their native language, losing skills that are of economic and social value in the world today. Opponents of bilingual education, on the other hand, argue that native language instruction interferes with or delays English language development, and relegates children who receive such instruction to a second-class, separate status within the school and, ultimately, within society. They reason that more time on English reading should translate into more learning.” (Slavin, 2005, p. 249).

Slavin studied both dual immersion and bilingual education programs. The main difference between these two programs is that Bilingual education gives ELL students most of their core instruction in their native language (Slavin, 2005). With the Bilingual education program, reading is taught first in the students native language and they gradually move towards reading in English. In his findings, Slavin found that bilingual instruction and education did help improve EL reading scores. “Teaching reading in two languages, with appropriate adaptations of the English program for the needs of English language learners, may represent a satisfactory resolution to the acrimonious debates about bilingual education” (Slavin, 2005, p. 259).

Programs like this are also a great way to show students that their culture is valued in their classroom which helps build their confidence as readers learning a new language.

Methodology

This section will include the theoretical framework used for my study. This section will also include an interview with my interview partner.

Theoretical Framework

Self-study theory suggests that learning is completed at a students' own pace. Self study theory reflects on one's own practice and experiences, and uses that to gain more knowledge on the subject. In using the self-study theoretical framework as the frame behind my research, I have found that the kind of teacher I want to be has been impacted by the experiences that I have had in my own life. As I have developed my research, I have found that many advocates for ELL students have had personal experiences that have also led them to this work. I have also found that the activity theory has driven a lot of my research because we have to consider the tools and the labor that needs to go into getting the outcome that we want for our EL students.

I will also be using the activity theory where I study all the components needed in order to help ELL students be successful academically. Activity theory focuses on the tools that work best for students. In the case of ELL students, action theory was used to see how different tools such as interventions and methods work best. In this theory, the teachers role in the success of ELL students is also observed. As we know there are many different components that play a huge role in the success of students, but there are even more components when it comes to ELL students. Some of these components include their home life, school district that they attend, and the interventions or programs that are made available to these students.

Community Partner Interview

For my community partner, I was honored to be able to work with Mr.G. He is a wonderful role model in our community and has been working here for many years through many different roles. Currently, he is the principal of an elementary school in Chowchilla as well as the English Language Learners coordinator. Everyone who has met him, classifies him as “the most professional man” they have ever met. He is someone who goes above and beyond for his students and his community. As he keeps in mind his teaching days, he is someone who was able to provide me with information from a variety of different perspectives. He helped me understand how classification for EL students starts and how they then become assessed and then go on to the ELD program.

One of my main questions for Mr. G was regarding the acronyms for EL students. He told me that the acronyms for ELL students constantly change just like other acronyms in education. He taught me that English Language Learners (EL) are what students are classified as and English Language Development (ELD) is what we provide them with by possibly pulling students out as an intervention or special/ additional instruction. This led us to some of the most common ways of intervention that have been used throughout the years. He shared with me that through the years these interventions have changed from immersion being forced on students and them having to learn the language through communication with their peers to something more subtle, where integrated support is provided for the students sometimes in their native language.

We also discussed assessments and the recent changes that have been in our state. We discussed some of the major challenges for EL students and teachers with the CELDT test. Though the CELDT did provide students with a longer time frame to test out of being EL, it did very little in supporting the curriculum for EL learners. One thing that Mr. Griffin really likes the new assessment, ELPAC, is that it is administered by staff that are already familiar with the

students versus the CELDT which was given by complete strangers. This made the students intimidated to answer any of these questions. The ELPAC also has 4 different levels that are numbered by 1-4, 1 being the lowest level meaning that the student knows very little English and 4 being the highest level meaning that the student is fluent enough in the English language. With the ELPAC, we also expect that students will go up one level each year. This would mean that ideally, we would want our students to be out of the ELD program by the 4th grade if they started in kindergarten.

Lastly, we discussed curriculum and the next steps for EL students. He mentioned that in our districts we try to evenly distribute EL students into classrooms so that the teachers are not overwhelmed, yet EL students are still able to get enough support from their teachers and their peers. He also shared with me that most EL students get pulled out for interventions. At our districts we offer reading intervention as well as language support. As we have seen in our district, reading interventions with an instructional aide who speaks the native language of our EL students usually helps them be more successful.

Findings

As with any research, the researchers start to see the world around them through new lenses. As a substitute teacher, I have been able to work at a few different school sites within my district. I have started noticing differences with the way that each school site provides support to ELL students. "A successful program for ELLs cannot be the principal's alone. A consistent finding in the literature is that the most effective programs for ELLs have emerged from comprehensive, schoolwide efforts that involve principles as well as teachers and staff" (Theoharis). During my time at Stephens school, which is lead by Mr. Griffin, I noticed that ELL students are a main priority not only to the principal but to the school staff as a whole. Though

providing additional support to ELL students amidst distance learning, Mr. Griffin has found a way. After school, ELL students are provided additional small group time with a bilingual aide. During this time, the aide focuses on repetition of words and sounds. I was truly amazed to see this in action, since this was my first time ever seeing a school providing this additional support. Seeing this made me think about Theoharis's belief that ELL students will not get the support that they need until admin and the school sites recognize the importance of supporting ELL students.

Another thing that I found during my time as a substitute teacher is the problem with the turn around time of assessments. I was shocked to hear that the results of the ELPAC were not available for parents during parent-teacher conferences. It made me question how much support we could actually provide to our ELL students and families without having actual results and data to refer to.

Conclusion

Understanding language will always be complex, however it is something that will also never go away. In education, it is extremely crucial to be compliant of the NCLB legislation and to continue working towards making ELL students a priority. Providing ELL students with the needed support to prepare them for their assessments, could make all the difference. Teachers who understand the importance of second language acquisition and language development, can support students in the classroom. Administrators who value English Language Learners and set the school to implement those values, will support ELL students and their families. It is urgent for policy makers to find ways to better support our ELL students, not only because they deserve it but because they need the English language in order to be academically successful.

Implications and Recommendations

Many different research methods surrounding the best practices for ELL students continue to be discussed and tested. After completing this study, there have been some recurring topics that hold a lot of potential.

The first recommendation is to implement more EL core values throughout the school. Making the growing ELL community feel validated could open the door for them to feel a sense of belonging. One way to do this could be to have all of the assemblies translated for EL families. Reclassified celebrations could be a second way to do this. Lastly, providing more language development training for teachers and staff could help keep the focus on ELL students. This would also be important for communities. Especially those with large numbers of ELL students. Families and students both need to feel valued and supported by their schools and districts.

The second recommendation is to revise the time that it takes to get ELPAC results to teachers and families. With teachers getting results late in the year, they are limited to what they can do with those results. It also affects parents as they are not made aware of their children's standing. One way to possibly increase the time it takes to get results is to take the test electronically. There have been many tests that have been developed to provide results instantly. If the ELPAC test developers could find a way to provide this assessment digitally, so much more could be done with the results. Interventions could be provided sooner, and set ELL students for success and not failure.

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