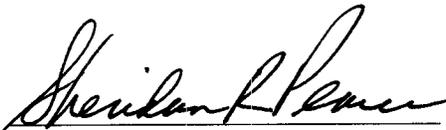


MEMORANDUM OF UNDERSTANDING  
BETWEEN  
DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS  
AND FEDERAL EDUCATION ASSOCIATION

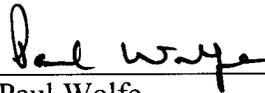
English as a Second Language (ESL)  
Alternate Assessment Implementation

The Department of Defense Dependents Schools (DoDDS) and the Federal Education Association hereby agree to the following in the implementation of ESL Alternate Assessments within DoDDS:

1. ESL educators administering the Alternate Assessment will receive training prior to conducting the assessment.
2. Management-directed training will normally be conducted during the duty day. If management-directed training cannot be accomplished during the duty day, the parties agree that management and the appropriate union representative will consult about the time, place, and length of the training at the appropriate organization level. Educators will be compensated for the time spent in management-directed training outside of the duty day in accordance with the established practice at the local, district or area level.
3. In attempting to resolve any disputes that arise, the parties agree to make every effort to resolve such disputes at the organizational level where they arise prior to forwarding them to the next level.
4. ESL educators may request additional assistance in completing the alternate assessments or data collection through their school principal.
5. FEA will be given the opportunity to designate a representative on committees, task forces, work groups, etc. that involve bargaining unit members in accordance with currently established practice. It is understood that this representation does not constitute bargaining.



Sheridan R. Pearce  
FEA President  
February 28, 2007



Paul Wolfe  
Human Resources Director, DoDEA  
February 28, 2007

**Department of Defense Education Activity  
Arlington, Virginia  
Union Priority Issue Paper**

**Subject:** DoDEA Wide Implementation of the ESL Alternate Assessment 2007

**Background:**

English is not the first language for approximately six percent of DoDEA students. Of this number nearly 20 to 30 percent of the English language learners (ELL) are considered to have significantly limited or no English language skills. For proficiency levels 1 and 2 students, an English based test does not provide relevant information about a student's knowledge. Therefore, an alternate assessment that considers the student's limited English proficiency was developed. The alternate assessment permits ELLs to demonstrate their proficiency toward mastery of academic standards and provides a more accurate picture of what the student knows. The alternate assessment also allows for equitable inclusion of ELL in DoDEA's accountability system. The inclusion of all ELLs in states system-wide accountability systems in English language proficiency, language arts and mathematics has been a national requirement since 2003.

**Current Status:**

Level 1 and, as appropriate, level 2 ELLs in identified pilot locations have participated in the DoDEA ESL Alternate Assessment Program since the 2003/2004 school year. Fort Bragg, North Carolina; Heidelberg/Mannheim, Germany; Seoul, Korea; and Yokosuka, Japan were selected as pilot locations because of their high concentration of ELLs. The first two years of the alternate assessment were limited to the collection of performance based evidence in the three English Language Arts strands of Reading, Writing, and Listening/Speaking/Viewing. Based on input from the pilot schools and the new guidance from the Department of Education that gives leeway in the method of conducting an alternate assessment of level 1 and level 2 English language learners, the collection of work as a measure of student performance was canceled and replaced with a measure of the student's language proficiency and mathematics skills.

These students were given the English language proficiency assessment—Language Assessment Scale (LAS) or IDEA Proficiency Test (IPT). They also took the mathematics portion of the Terra Nova with accommodations, as needed.

The ESL teachers completed a data collection form indicating the language proficiency instrument used and the student's standardized scores. The data collection forms and the mathematics scores from the Terra Nova were sent electronically to HQ. ESL teachers were also asked to complete an optional Alternate Assessment Feedback form. General consensus was that this assessment system was more achievable and a better indicator of student performance. Though almost half of the ESL teachers indicated they were concerned about administering a math test in English, a review of the test scores showed that half of the level 1 and level 2 ELLs' from the pilot locations Terra Nova math scores were above the 40<sup>th</sup> percentile. Survey comments also indicated the teachers had no difficulty finding appropriate accommodations.



## **Recommendation:**

### **Spring 2007**

- DoDEA wide implementation of the alternate assessment will consist of the administration of the English language proficiency assessment with the scores submitted to HQ. The alternate assessment will include all level 1 and as appropriate level 2 ELLs in grades 3 through 11.
- In the current pilot locations the ESL alternate assessment will be extended for an additional school year consisting of the administration of the English language proficiency assessment and the mathematics portions of the Terra Nova with appropriate accommodations.

DoDEA requires all ELLs be given a language proficiency assessment in the spring of the school year to track their English language progress and to help determine student needs for the upcoming school year. Administration of the language proficiency assessment as a part of the alternate assessment meets this requirement and eliminates the need to retest the student's proficiency level prior to the end of the school year.

### **Spring 2008**

The ESL alternate assessment will continue to include the administration of the English language proficiency assessment but will be expanded to include the mathematics portion of the Terra Nova for all level 1 and as appropriate level 2 ELLs.

## **Process:**

### Who

- All ESL teachers in DoDEA with level 1 and, as appropriate, level 2 ELLs in grades 3 through 11.

### When

- During the DoDEA System-wide Assessment window- Spring 2007.
- Second phase during the DoDEA System-wide Assessment window- Spring 2008

### Assessment Reports

- Scores for level 1 and level 2 ELLs taking the mathematics portion of the TerraNova as a part of the ESL alternate assessment will be reported separately from the schools and system-wide total report.

### Materials

- English language proficiency assessment materials.
- Mathematics portion of the Terra Nova.
- Data collection form.
- Directions for the completion of the data collection form.

### Dates

- Administration of the English language proficiency assessment during the Terra Nova Assessment window.
- English language proficiency assessment information compiled on the data collection form sent electronically or via facsimile to HQ the first week of June 2007.
- The data from the mathematics portion of the Terra Nova collected from the Assessment and Accountability Branch June 2007.



Training

- Systemic training occurred during the winter of SY 2006/2007 on the adopted English language proficiency instrument and revised program guide before the implementation of the ESL alternate assessment system-wide. Training on the revised program guide included information on selecting and implementing appropriate accommodations for ELLs and addressed specific concerns and comments reported in the Summary of Results: ESL Alternate Assessment Teacher Survey, Spring 2006.

**Scope:**

- All level 1 and, as appropriate, level 2 ELLs in DoDEA schools.

A handwritten signature in black ink, appearing to be 'SPL' with 'RW' written below it.

# ESL Alternate Assessment Data Collection Form SY 06/07

Area:	District:	School:	School ID:
Student Name:		Student ID:	
ESL Code/Level:		Home Language:	
DOB:		Gender: M F	
Placement Date:		Race/Ethnicity:	
Date Given:		Form/Level:	
Date Given:		Form/Level:	
	Raw Score	Standard Score	NCE
	Level	%ile	Designation
Oral Language			
Reading			
Writing			
<b>To Be Completed by Headquarters</b>			
Terra Nova Mathematics	Date Given:	Coded: LEP/ELL	Y N
		Terra Nova Level:	
	NCE	With Accommodations: Y N	
	%ile	Indicate the category and list accommodations:	
Above the Standard	Y N	Category 1 2 3	
At the Standard	Y N	Category 1 2 3	
Partially Met the Standard	Y N	Category 1 2 3	
Below the Standard	Y N	Category 1 2 3	

BWSRP