

**MIDWEST**

Comprehensive Center

at American Institutes for Research ■



Midwest Comprehensive Center Review

# State Assessments in Languages Other Than English

JUNE 30, 2018

Lisa Tabaku

Maryan Carbuccia-Abbott

Elena Saavedra

# Midwest Comprehensive Center Review

## *State Assessments in Languages Other Than English*

### PRELIMINARY REPORT

June 30, 2018

Lisa Tabaku

Maryan Carbuccia-Abbott

Elena Saavedra

#### MIDWEST

Comprehensive Center

at American Institutes for Research ■

10 South Riverside Plaza, Suite 600  
Chicago, IL 60606-5500  
312-288-7600  
[www.midwest-cc.org](http://www.midwest-cc.org)

This work was originally produced in whole or in part by the Midwest Comprehensive Center with funds from the U.S. Department of Education under cooperative agreement number S283B120020. The content does not necessarily reflect the position or policy of the Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by the federal government.

The Midwest Comprehensive Center provides technical assistance to the state education agencies in Illinois, Iowa, Minnesota, and Wisconsin. This assistance is tailored to each state's individual needs and addresses the priorities of the U.S. Department of Education. The Midwest Comprehensive Center is one of the 15 regional comprehensive centers funded by the U.S. Department of Education, and its work is administered by American Institutes for Research.

# Contents

---

	PAGE
Introduction .....	1
Use of Native Language Assessments Across the United States.....	2
Native Language Standardized Assessments Available in Puerto Rico and Four States Offering Spanish Language Arts Assessments .....	4
Appendix A. State Standardized Assessments Available in Languages Other Than English With Links to ESSA Plans .....	11
Appendix B. State Standardized Assessments Available in Languages Other Than English With Links to SEA Sites .....	15
Appendix C. Maps of State Assessments by Languages .....	20
Appendix D. Native Language Standardized Assessments Available in the Four States That Offer Spanish/Language Arts Assessments.....	22

# Introduction

---

This report reflects available information about the native language standardized assessments in use by our 50 states, the District of Columbia, and Puerto Rico. The report reflects the growing interest and commitment of policy makers, state education agencies (SEAs), and the public to provide English learners (ELs) equitable access to standardized tests. It also reflects the requirement in the Every Student Succeeds Act (ESSA) that states, “identify languages other than English that are present to a significant extent in their participating student populations,” to indicate the languages for which annual student achievement tests are not available, and to “make every effort” to develop such assessments.

This report includes an account of states currently using native language assessments (NLAs), the subject areas tested, and the languages of these assessments. The report takes a close look at Puerto Rico and the four states (Texas, California, New Mexico, Colorado) that provide Spanish language arts assessments and additional standardized content assessments in languages other than English. The report examines these assessments from the following perspectives:

- How were the NLAs developed: direct translations, transadaptations (sometimes referred to as localizations), or independent constructions? Direct translations are word-for-word translations. Transadaptations are translations that are not word for word but are adapted to make the test more accessible to speakers of that language. For example, such items as names, idioms, titles on tables, cultural references, geographic names, and complex syntactic structures are changed. Independent constructions acknowledge that the content and language of the assessment in English differ in fundamental ways from the content and language of the target language test, and therefore the test is developed independently from the English version.
- Who are the vendors who developed or who provide technical support for the NLAs developed entirely in the native language?
- Who takes the test?
- How are the results used?

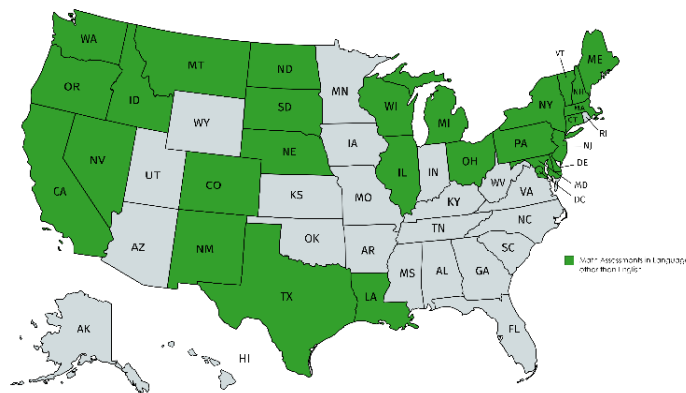
The information for this report was gathered from state ESSA plans retrieved on March 13, 2018, and from SEA websites. To some extent, the study results are limited. Most states indicated in their ESSA plans that their mathematics test is available in Spanish, having adopted either the Partnership for Assessment of Readiness for College and Careers (PARCC) or Smarter Balanced consortia assessments, which include translated versions of the mathematics tests in Spanish. However, many ESSA plans were unclear about whether states *require* districts to provide the Spanish language mathematics tests to eligible students and how they determine eligibility.

# Use of Native Language Assessments Across the United States

A review of state ESSA plans and SEA websites revealed that 29 states, the District of Columbia, and Puerto Rico offer standardized assessments in languages other than English (Figure 1). The assessment most likely to be available in a language other than English is mathematics, and the predominant native language is Spanish. Most of these states have Spanish translations of the mathematics tests available as part of the states' adopted assessment, usually either PARCC or Smarter Balanced.

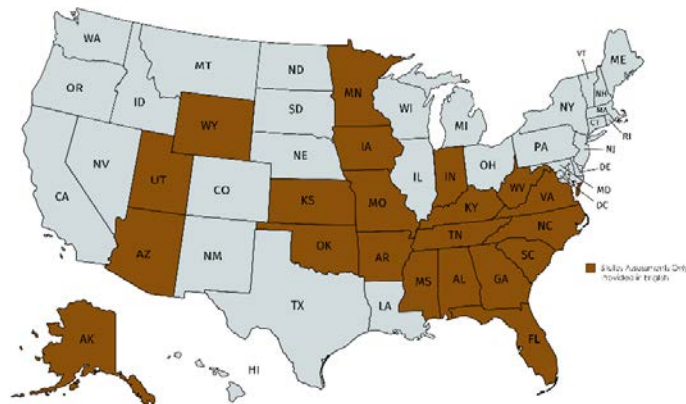
Nineteen states do not provide assessments in any languages other than English (Figure 2). Four states (Hawaii, Michigan, New York, Washington) provide assessments in languages other than English or Spanish.

**Figure 1. States With Native Language Assessments.**



Note: American Institutes for Research (AIR) developed this graphic with information retrieved from ESSA's state plans at <https://www2.ed.gov/admins/lead/account/stateplan17/index.html>

**Figure 2. States With Assessments Only in English.**



Note: AIR developed this graphic with information retrieved from ESSA's state plans at <https://www2.ed.gov/admins/lead/account/stateplan17/index.html>

Figure 3 below provides additional information about NLAs offered in the U.S. As mentioned, four states and Puerto Rico provide Spanish language arts assessments. The most common assessment offered in a language other than English is mathematics; this is primarily offered in Spanish with the exception of New York state, which offers its mathematics and other Regent exams in Chinese (Traditional), Haitian, Korean, and Russian; Hawaii, which provides a mathematics assessment in Hawaiian, and Michigan, which offers the test in Arabic.

Thirteen states provide science assessments in Spanish, while Michigan, New York, and Washington provide science tests in languages in addition to English and Spanish. Michigan offers the science test in Arabic. New York offers its elementary and intermediate science Regents exam in Chinese (Traditional) and Haitian; and Washington offers its science test in Russian, Korean, Vietnamese, Chinese, Somali, and Arabic.

Four states provide social studies assessments in languages other than English. Each of these four states offers the test in Spanish. Michigan also provide its social studies test in Arabic.

**Figure 3. Summary of Native Language Assessments Offered by States.**

Type of Assessment	Number of States/Territories/Districts That Provide the Assessment
Spanish Language Arts	<b>5</b> California, Colorado, New Mexico, Texas, and Puerto Rico
Mathematics in Spanish	<b>31</b> (including the District of Columbia and Puerto Rico) (Pennsylvania offers a “side-by-side” translation)
Mathematics in Additional Languages	<b>3</b> Hawaii (Hawaiian), Michigan (Arabic), New York (Chinese (Traditional), Haitian, Korean, and Russian)
Science in Spanish	<b>12</b>
Science in Additional Languages	<b>3</b> Michigan (Arabic), Washington (Russian, Korean, Vietnamese, Chinese, Somali, and Arabic), New York (elementary and intermediate science Regents exam in Chinese (Traditional) and Haitian)
Social Studies in Spanish	<b>4</b> Colorado, Michigan, Ohio, Oregon
Social Studies in Additional Languages	<b>1</b> Michigan (Arabic)

# Native Language Standardized Assessments Available in Puerto Rico and Four States Offering Spanish Language Arts Assessments

---

The primary information for this section of the report came from SEA website pages dedicated to state assessments. These pages often included assessment administration guidance and manuals and sometimes included PowerPoint presentations about testing. Information about test development was much less prevalent.

## Selection Rationale

In addition to the review of native language assessments used nationwide, an additional analysis was completed to further understand NLAs in California, Colorado, New Mexico, Texas, and Puerto Rico. These four states and the one territory were selected based on the revelation that these states used native language assessments developed in a variety of ways and, in particular, had developed independently constructed Spanish language arts assessment.

How were the NLAs developed: direct translations, transadaptations (sometimes referred to as *localizations*), or independent constructions?

The Spanish language arts/reading/writing tests in all four states and Puerto Rico were independently constructed. In California, there are no other state tests in Spanish. The mathematics and science tests in Colorado and New Mexico are translated versions of the English, and the Texas science and mathematics tests are transadapted from English into Spanish.

## California

In California, Spanish-speaking students in Grades 2–11 whose primary language is Spanish and who are receiving instruction in Spanish or who are recently arrived EL students whose primary language is Spanish may take the Standards-based Tests in Spanish (STS) for reading/language arts (RLA). Students may take the STS for RLA in addition to, not in place of, the Smarter Balanced English language arts (ELA)/literacy assessment, although they may be exempted from the Smarter Balanced ELA test if they have been enrolled in U.S. schools for less than 12 months. The decision to test before the 12-month mark is at the discretion of the local education agency (LEA). LEAs also may opt to allow their schools to use the STS to test students who are enrolled in dual-language immersion programs that include Spanish regardless of their English fluency (whether they speak little or no English or English only) and regardless of the length of time they have been in school in the United States.

*The CSA is an optional assessment that will be offered to students who have learned Spanish formally or informally including, but not limited to, students who are receiving instruction in Spanish in California and in which the LEA/school is seeking a measure that recognizes their Spanish-specific reading, writing, and listening skills.*

The STS will be replaced by the California Spanish Assessment (CSA), which is expected to be operational during spring 2019. The CSA will provide a measure of a student's competency in SLA and student-level data in Spanish competency, evaluate the implementation of SLA programs at the local level, and provide a high school measure suitable to be used, in part, for the State Seal of Biliteracy.

Educational Testing Service (ETS) is the developer of the CSA, which is an assessment independently constructed in Spanish aligned with the *Common Core State Standards for English Language Arts en Español*. ETS is under contract to

develop, administer, and report on the California Assessment of Student Performance and Progress (CAASPP) standardized testing system overall. CSA is a computer-based assessment administered in Grades 3–8 and high school that assesses reading, writing, and listening. The assessment is “accessible to students with disabilities.” It includes “technology-enabled items” and “machine-scored writing mechanics.”

More information about the CSA, including tutorials that provide insight into the test items, can be found at the CAASPP website: <http://www.caaspp.org/administration/about/csa/index.html>.

## Colorado

Colorado uses the Colorado Spanish language arts (CSLA) test to assess students in Grades 3 and 4. Students are eligible for the CSLA if they meet *all* the following criteria:

- They are non-English proficient or limited English proficient.
- They have received instruction in Spanish language arts within the last 9 months.
- They have had instruction in the English Language Development Program for 5 years or less (not including preschool or kindergarten).

Districts are to determine whether the CSLA assessment is the best choice for the student. District assessment leadership is to collaborate with EL staff at schools to evaluate appropriateness and a student's eligibility to take the CSLA. The CSLA decision-making flowchart describes this process.<sup>1</sup>

Since spring 2016, third- and fourth-grade students who met the eligibility criteria have been able to participate in the CSLA instead of the Partnership for Assessment of Readiness for

---

<sup>1</sup> Colorado Department of Education (2017–2018). Retrieved from [https://www.cde.state.co.us/assessment/csla\\_flowchart\\_17-18](https://www.cde.state.co.us/assessment/csla_flowchart_17-18)



College and Careers (PARCC) ELA. Colorado School Law C.R.S. §22-7-409 (3.5) (a) and (b), requires a Spanish language arts (SLA) assessment for third and fourth grade. The CSLA assessments align to skills and concepts in the Colorado Academic Standards.

The assessments are paper based and have been created using blueprints that mirror the PARCC ELA assessment.<sup>2</sup> Pearson, which has administered Colorado’s statewide tests since 2014, was recently awarded a continuing contract to oversee the CSLA by a selection committee composed of educators statewide and Colorado Department of Education (CDE) staff.

The CSLA is considered an integral part of the Colorado Assessment System (CAS). The results are used in the same way as other CMAS tests are used:

- To measure and support student progress toward the content standards;
- To provide students, parents, and other stakeholders with information regarding student achievement that can be used to help improve instruction and inform professional development; and
- To gauge the quality and efficiency of educational programs in public schools.

*The primary purpose of CSLA is to provide high-quality, linguistically accommodated Spanish assessments that align to the Colorado Measures of Academic Success (CMAS): PARCC ELA assessments. The CSLA Technical Report 2016–2017 provides details about the test design and development.*

Colorado uses CSLA scores, like the other CMAS tests, to evaluate schools and teachers. Since the 2015–16 school year, 50% of teacher evaluations must be based on student academic growth measures. School ratings are based on average scores on state assessments as well as the growth students show from year to year on assessments. Fact sheets on Colorado’s accountability system are available in English and Spanish on the CDE website.<sup>3,4</sup>

The CDE, the Colorado educator community, and the assessment contractors Pearson and Tri-Lin Integrated Services, Inc., develop the CSLA assessments collaboratively. CDE staff work with Pearson on each facet of the assessment, with CDE serving as the ultimate approver. According to the CSLA Technical Report, 2016–2017, educators participate in content and bias review, data review, and standard-setting meetings. Efforts are made to involve educators who teach ELs and educators who are familiar with the instruction and

<sup>2</sup> Colorado Department of Education. Retrieved from <https://www.cde.state.co.us/assessment/csla>

<sup>3</sup> Colorado Department of Education. (2017, August). *A resource for educators and parents: school and district accountability (English)*. Retrieved from <https://www.cde.state.co.us/communications/20170824accountabilityoverview>

<sup>4</sup> Colorado Department of Education. (2017, August). *A resource for educators and parents: school and district accountability (Spanish)*. Retrieved from <https://www.cde.state.co.us/communications/2017accountabilityoverview-spanish>

needs of the students in an English-language development program. In addition to teachers, school administrators, program directors, and postsecondary educators are also recruited to participate in the assessment development process. Pearson is the primary contractor, bearing the responsibility for the administration and psychometric analysis of the CSLA assessments. This responsibility includes enrollment, packaging and distribution, scoring, customer service, standard setting, score reporting, and psychometric services.

The CSLA assessment is an independently constructed test. Tri-Lin Integrated Services, Inc. (<http://tri-lin.com/>), subcontractor to Pearson and located in San Antonio, is responsible for content and test development, including passage development, item development, and test-form construction.

Additional input and advice are provided by a Technical Advisory Committee (TAC). The TAC is composed of psychometric and assessment experts. The TAC members are as follows: Dr. Jamal Abedi, Professor, University of California, Davis; Dr. Elliot Asp, Senior Partner, The Colorado Education Initiative; Dr. Jonathan Dings, Executive Director of Student Assessment and Program Evaluation, Boulder Valley School District; Dr. Lisa Escarcega, Executive Director, Colorado Association of School Executives; Dr. Michael Kolen, Professor, University of Iowa; and Dr. Martha Thurlow, Director, National Center on Educational Outcomes.

In addition,

“Colorado offers two tests (writing and mathematics [in Spanish]) at the third- and fourth-grade levels, but state officials note that the two tests are not viewed as compatible with the English versions, as they are constructed independently. Apparently, the number of third- and fourth-grade students who take the writing and mathematics tests in Spanish is not large enough to allow state officials to examine the comparability of these two tests through statistical analyses” (p. 6).<sup>5</sup>

## New Mexico

The Spanish Reading Standards Based Assessment (SBA) may be administered to ELs in New Mexico who have been enrolled in U.S. schools for less than 3 consecutive years. This eligibility applies to ELs in public schools, public charter schools, and state educational institutions in Grades 3–8 and Grade 11.

---

<sup>5</sup> Turkan, S., & Oliveri, M. E. (2014, June). Considerations for providing test translation accommodations to English language learners on Common Core Standards-Based Assessments. ETS Research Report Series ISSN 2330-8516. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1109283.pdf>

According to the New Mexico Administrative Code (NMAC) ([New Mexico Administrative](#)):

Students who have been in U.S. schools for less than 3 consecutive years shall participate in the statewide assessment program in one of three ways: the student may participate in the standard administration of the English-language version of the assessment without accommodations; the student may participate in the English-language version of the assessment with appropriate accommodations; or the student may participate in the standard administration of the Spanish-language version of the assessment, where available and appropriate. (6.29.1.9 M. (2)(i)).

This decision is made by the “local school’s team.” A waiver can be sought from the State Secretary of Education to extend, on a case-by-case basis, the administration of the SBA to 5 years. (6.29.1.9 M. (2)(ii))

Performance results provide information for various stakeholders, including to

- Determine whether students are on track to be college- and career-ready;
- Assess the full range of the Common Core Standards, including standards that are difficult to measure;
- Measure student proficiency, including for high- and low-performing students;
- Provide data during the academic year to inform instruction, interventions, and professional development; and
- Provide data for accountability, including measures of growth or improvement in student proficiency.

Measured Progress, Inc., a not-for-profit assessment services company located in Dover, Delaware,<sup>6</sup> currently develops, administers, scores, and reports the Spanish literacy assessment of New Mexico’s SBA. New Mexico’s reading assessment is an independently constructed test (p. 6).<sup>7</sup>

New Mexico also uses a statewide early reading assessment/screening. Prekindergarten children are assessed in their home language on the Pre-K Observation Assessment. A Spanish screening and formative assessment tool is used in Grades K–2 to measure critical areas of Spanish reading development. This test was constructed independently to reflect the inherent differences between teaching reading in Spanish and teaching reading in English.

---

<sup>6</sup> Measured Progress. (2014). Considerations for providing test translation accommodations to English language learners on Common Core Standards-Based Assessments. Retrieved from <https://www.measuredprogress.org/about-us/where-we-work>

<sup>7</sup> Turkan, S., & Oliveri, M. E. (2014, June). *Considerations for providing test translation accommodations to English language learners on Common Core*. ETS Research Report Series ISSN 2330-8516. Retrieved from Standards-Based Assessments <https://files.eric.ed.gov/fulltext/EJ1109283.pdf>

## Texas

The State of Texas Assessments of Academic Readiness (STAAR) reading test in Spanish is available to certain students in Grades 3–5, and the Spanish writing test is offered to certain students in Grade 4. Decisions regarding testing for ELs is made by language proficiency assessment committees (LPACs) on the basis of individual students and after consultation with students’ teachers.

The assessment is considered appropriate for students in bilingual programs who are receiving most of their academic instruction in Spanish. It may sometimes be deemed appropriate for ELs in an English as a second language (ESL) program. Examples include:

- Spanish speakers who have recently moved to the United States;
- ELs who recently moved from a campus with a Spanish bilingual education program to a campus with an ESL program only; and
- Students in ESL programs who receive substantial academic support in Spanish.

LPACs are required to determine and document the number of school years in which an EL has been enrolled in a U.S. school for reporting purposes. Non-ELs in Grades 3–5 whose academic skills are measured most appropriately in Spanish also may take the STAAR reading and writing test in Spanish.

*The STAAR reading and writing tests are built separately from the English STAAR. Items are developed independently and field tested each year.*

The purpose of the STAAR in Spanish is to “measure the degree to which students receiving a significant amount of instruction in the Spanish language are learning the required [Texas Essential Knowledge and Skills] TEKS.”<sup>8</sup>

Texas maintains that its Spanish science and mathematics tests are transadapted from the English (names, idioms, titles on tables, cultural references, and geographic names have been changed) and assert that the English and Spanish versions vary only slightly.<sup>9</sup>

ETS manages the Program Integration and STAAR components of the Texas assessment program, having won the contract away from Pearson in 2015. It appears, however, that Pearson still administers the Spanish-language tests.<sup>10</sup>

<sup>8</sup> Texas Education Agency, STAAR Spanish, Retrieved from <https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539619258>

<sup>9</sup> Ibid.

<sup>10</sup> Ibid.

## Puerto Rico

The language of instruction in the Puerto Rican Department of Education (PRDE) public schools is Spanish. Students who are learning Spanish are considered Spanish learners (SLs). There are no native language assessments for second language learners, the majority of whom are English speakers.

The Spanish language assessment system that is used in Puerto Rico to measure student achievement in Spanish, Mathematics, English and Science is the Medición y Evaluación para la Transformación Académica de Puerto Rico (META-PR). These tests are administered in Grades 3–8 and 11. PRDE has contracted with Pearson for all test development activities. Test development includes abundant involvement of PRDE teachers and subject matter experts.

Los Estándares de Contenido y Expectativas de Grado de Puerto Rico (2014) del Programa de Español are the standards for Spanish development. The standards are comparable to the Common Core State Standards, reflect preparation for postsecondary and professional education as is evidenced in the chart below.

Spanish Program Standards (2014) (Translated From Spanish)	
Elementary Standards (K–6)	Secondary Standards (7–12)
1. Listening Comprehension and Oral Expression	1. Listening Comprehension and Oral Expression
2. Foundational Reading Skills (K–6)	2. Reading Comprehension
3. Reading Comprehension	a. Literary Text
4. Literary Text	b. Informational Text
5. Informational Text	3. Language
6. Language	4. Writing and Production of Text
7. Writing and Production of Text	

The standards can be found at

<http://intraedu.dde.pr/Planificacion%20Curricular/Adquisici%C3%B3n%20de%20la%20Lengua/Anejos%20generales/Puerto%20Rico%20Core%20Standards%202014%20-%20Espa%C3%B1ol.pdf>.

## Appendix A. State Standardized Assessments Available in Languages Other Than English With Links to ESSA Plans

State Standardized Assessments Available in Languages Other Than English by Content Area							
State	Standardized Assessment				Available Languages		ESSA State Plan
	ELA	Math	Science	Social Studies	Spanish	Other Languages	Link to State ED Page
Alabama							Alabama—ED Page
Alaska							Alaska—ED Page
Arizona							Arizona—ED Page
Arkansas							Arkansas—ED Page
California	X (SLA)	X			X		California—ED Page
Colorado	X (SLA)	X	X	X	X		Colorado—ED Page
Connecticut		X			X		Connecticut—ED Page
Delaware		X			X		Delaware—ED Page
District of Columbia		X	X		X		District of Columbia—ED Page
Florida							Florida—ED Page
Georgia							Georgia—ED Page
Hawaii		X			X	Hawaiian	Hawaii—ED Page

**State Standardized Assessments Available in Languages Other Than English by Content Area**

State	Standardized Assessment				Available Languages		ESSA State Plan
	ELA	Math	Science	Social Studies	Spanish	Other Languages	Link to State ED Page
Idaho		X	X		X		Idaho—ED Page
Illinois		X			X		Illinois—ED Page
Indiana							Indiana—ED Page
Iowa							Iowa—ED Page
Kansas							Kansas—ED Page
Kentucky							Kentucky—ED Page
Louisiana		X			X		Louisiana—ED Page
Maine		X			X		Maine—ED Page
Maryland		X			X		Maryland—ED Page
Massachusetts		X			X		Massachusetts—ED Page
Michigan		X	X	X	X	Arabic (Science and Social Studies only)	Michigan—ED Page
Minnesota						Accommodations in Spanish, Somali, Hmong (Translations will be of academic words using a pop-up in the online test and a word list in the paper.)	Minnesota—ED Page
Mississippi							Mississippi—ED Page
Missouri							Missouri—ED Page

**State Standardized Assessments Available in Languages Other Than English by Content Area**

State	Standardized Assessment				Available Languages		ESSA State Plan
	ELA	Math	Science	Social Studies	Spanish	Other Languages	Link to State ED Page
Montana		X			X		Montana—ED Page
Nebraska		X	X		X		Nebraska—ED Page
Nevada		X			X		Nevada—ED Page
New Hampshire		X			X		New Hampshire—ED Page
New Jersey		X	X		X		New Jersey—ED Page
New Mexico	X (SLA)	X	X		X		New Mexico—ED Page
New York		X	X	X	X	Math and Regents: Chinese (Traditional), Haitian, Korean, and Russian; Elem. and Int. Science in Chinese (Traditional) and Haitian	New York—ED Page
North Carolina							North Carolina—ED Page
North Dakota		X			X		North Dakota—ED Page
Ohio		X	X	X	X	Working with test developer AIR to develop online version with translations in Spanish	Ohio—ED Page
Oklahoma							Oklahoma—ED Page
Oregon		X	X	X	X		Oregon—ED Page
Pennsylvania		X	X		X	Spanish “Side by Side”	Pennsylvania—ED Page



**State Standardized Assessments Available in Languages Other Than English by Content Area**

State	Standardized Assessment				Available Languages		ESSA State Plan
	ELA	Math	Science	Social Studies	Spanish	Other Languages	Link to State ED Page
Rhode Island		X			X		Rhode Island—ED Page
South Carolina							South Carolina—ED Page
South Dakota		X			X		South Dakota—ED Page
Tennessee							Tennessee—ED Page
Texas	X (SLA)	X	X		X		Texas—ED Page
Utah							Utah—ED Page
Vermont		X			X		Vermont—ED Page
Virginia							Virginia—ED Page
Washington		X	X		X	Science Only: Russian, Korean, Vietnamese, Chinese, Somali, and Arabic	Washington—ED Page
West Virginia							West Virginia – ED Page
Wisconsin		X	X		X		Wisconsin—ED Page
Wyoming							Wyoming—ED Page
Total	4	32	13	4			

Source: AIR with information retrieved from ESSA's state plans <https://www2.ed.gov/admins/lead/account/stateplan17>, March 13, 2018.

## Appendix B. State Standardized Assessments Available in Languages Other Than English With Links to SEA Sites

State Standardized Assessments Available in Languages Other Than English by Content Area With Links [1]							
State	Standardized Assessment					Available Languages	
	ELA	Math	Science	Social Studies	Other	Spanish	Other
Alabama							
Alaska							
Arizona							
Arkansas							
California	<a href="#">CAASPP (Reading/Writing) in Spanish</a>	<a href="#">CAASPP—Smarter Balanced</a>	-			X	
Colorado	<a href="#">Colorado Spanish Language Arts</a>	<a href="#">Colorado Measures of Academic Success (CMAS)</a>	<a href="#">Colorado Measures of Academic Success (CMAS)</a>	<a href="#">Colorado Measures of Academic Success (CMAS)</a>		X	
Connecticut		<a href="#">Smarter Balanced Assessment</a>				X	
Delaware	-	<a href="#">Smarter Balanced Assessment</a>				X	
District of Columbia	-	<a href="#">PARCC</a>	<a href="#">Science (Grades 5, 8, Biology)</a>			X	

**State Standardized Assessments Available in Languages Other Than English by Content Area With Links [1]**

State	Standardized Assessment					Available Languages	
	ELA	Math	Science	Social Studies	Other	Spanish	Other
Florida							
Georgia							
Hawaii		<a href="#">Smarter Balanced Assessment</a>				X	
Idaho		<a href="#">Smarter Balanced Assessment</a>	<a href="#">ISAT Science</a>			X	
Illinois		<a href="#">PARCC—Spanish</a>	-			X	
Indiana		-	-				
Iowa		-	-				
Kansas		-	-				
Kentucky		-	-				
Louisiana		<a href="#">Louisiana's Math Examination</a>	-			X	
Maine		<a href="#">Smarter Balanced Assessment</a>	-			X	
Maryland		<a href="#">PARCC—Spanish</a>	-				
Massachusetts		<a href="#">MCAS (10th grade)</a>	-			X	

**State Standardized Assessments Available in Languages Other Than English by Content Area With Links [1]**

State	Standardized Assessment					Available Languages	
	ELA	Math	Science	Social Studies	Other	Spanish	Other
Michigan		<a href="#">Smarter Balanced Assessment (Only SP)</a>	<a href="#">Science (Grades 4, 7, 11)</a>	<a href="#">Social Studies (Grades 5, 8, 11)</a>		X	Arabic
Minnesota		<a href="#">2018 MCA</a>	-	-			Accommodations Spanish, Somali, Hmong
Mississippi		-	-	-			
Missouri		-	-	-			
Montana		<a href="#">Smarter Balanced Assessment</a>		-		X	
Nebraska		<a href="#">NeSA-Math</a>	<a href="#">NeSA-Science</a>	-		X	
Nevada		<a href="#">Smarter Balanced Assessment</a>		-		X	
New Hampshire		<a href="#">Smarter Balanced Assessment</a>	-	-		X	
New Jersey		<a href="#">PARCC—Spanish</a>	<a href="#">Science (Grades 4, 8, biology)</a>	-		X	
New Mexico	Standards Based Spanish Reading Assessments	<a href="#">PARCC—Spanish</a>	<a href="#">SBA-Spanish</a>	-		X	

**State Standardized Assessments Available in Languages Other Than English by Content Area With Links [1]**

State	Standardized Assessment					Available Languages	
	ELA	Math	Science	Social Studies	Other	Spanish	Other
New York	-	<a href="#">Math Assessment</a>	-	-		X	Chinese, Haitian, Korean, Russian
North Carolina		-	-	-			
North Dakota	-	<a href="#">NDSA</a>	-	-		X	
Ohio		<a href="#">State Test</a>	<a href="#">State Test</a>	<a href="#">State Test</a>		X	
Oklahoma		-		-			
Oregon		<a href="#">Smarter Balanced—SP</a>	<a href="#">OAKS</a>	<a href="#">OAKS</a>		X	
Pennsylvania		<a href="#">PSSA</a>	<a href="#">PSSA</a>	-		X	
Rhode Island		<a href="#">RICAS</a>		-		X	
South Carolina	-	-	-	-			
South Dakota		<a href="#">Smarter Balanced Assessment</a>		-		X	
Tennessee	-	-	-	-			
Texas	<a href="#">STAAR Spanish Reading (Grades 3–5), Writing (Grade 4)</a>	<a href="#">STAAR Spanish (Grades 3–5)</a>	<a href="#">STAAR Spanish (G5)</a>	-		X	
Utah							

**State Standardized Assessments Available in Languages Other Than English by Content Area With Links [1]**

State	Standardized Assessment					Available Languages	
	ELA	Math	Science	Social Studies	Other	Spanish	Other
Vermont		<a href="#">Smarter Balanced Assessment</a>		-	-	X	
Virginia		-	-	-	-		
Washington		<a href="#">Smarter Balanced Assessment—SP</a>	<a href="#">State Developed</a>	-	-	X	Science: Russian, Korean, Vietnamese, Chinese, Somali, and Arabic
West Virginia		<a href="#">WV General Summative Assessment</a>	-	-	-		
Wisconsin		<a href="#">Wisconsin Forward Exam (Grades 3–8)</a>	<a href="#">Wisconsin Forward Exam (Grades 3–8)</a>	-	-	X	
Wyoming		-	-	-	<a href="#">Wyoming Summative Assessment for Science and Math (SP audio)</a>		

[1] Link to either the State Website Assessment page(s) or to the State ESSA plan depending on available information.

Source: AIR; information retrieved from ESSA's state plans <https://www2.ed.gov/admins/lead/account/stateplan17>, March 13, 2018.

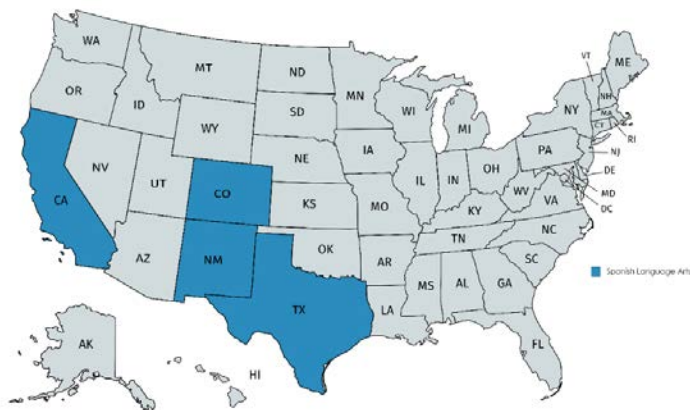
## Appendix C. Maps of State Assessments by Languages

### Summary:

- 4 states provide **Spanish** language arts assessments.
- 30 states provide **mathematics** assessments in language(s) other than English.
- 13 states provide **science** assessments in language(s) other than English.
- 4 states provide **social studies** assessments in language(s) other than English.
- 19 states provide standardized assessments **in English only**.
- 5 states provide assessments **in languages other than English or Spanish** (Hawaii, Michigan, Minnesota, New York, and Washington).

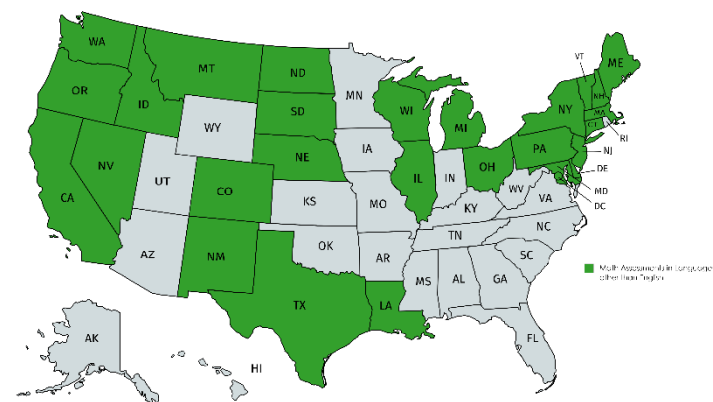
### Maps:

States With Spanish Language Arts Assessments



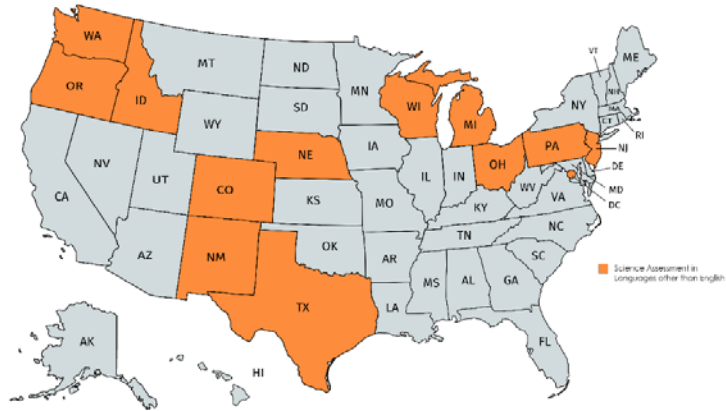
Source: AIR developed graphic with information retrieved from ESSA's state plans, March 13, 2018.

States With Assessments in Languages Other Than English



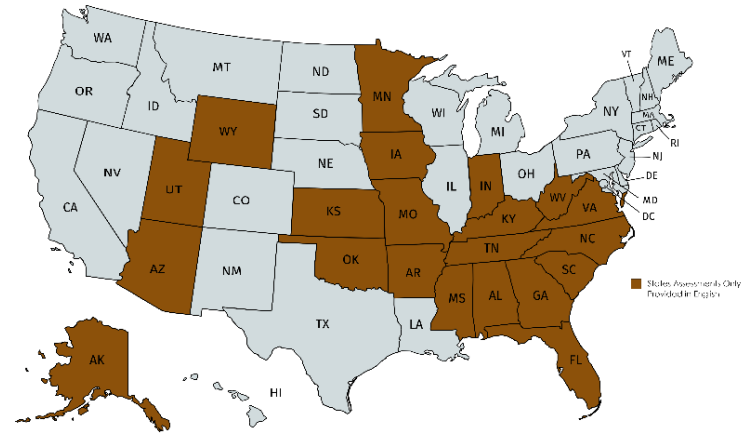
Source: AIR developed graphic with information retrieved from ESSA's state plans, March 13, 2018.

### States With Science Assessments in Languages Other Than English



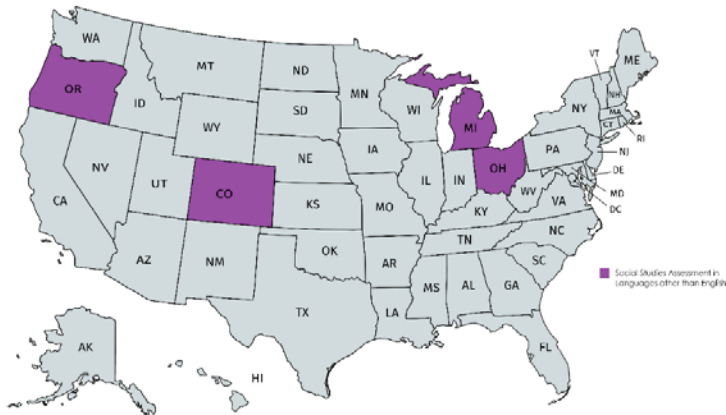
Source: AIR developed graphic with information retrieved from ESSA's state plans, March 13, 2018.

### States That Provide Assessments Only in English



Source: AIR developed graphic with information retrieved from ESSA's state plans, March 13, 2018.

### States With Social Studies Assessments in Languages Other Than English



Source: AIR developed graphic with information retrieved from ESSA's state plan, March 13, 2018.



## Appendix D. Native Language Standardized Assessments Available in the Four States That Offer Spanish/Language Arts Assessments

### CALIFORNIA

**Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA)**  
**Soon to be replaced by the California Spanish Assessment (CSA); to be operational Spring 2019.**

#### Grade levels

#### Eligibility

Grades 2–11

The Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA) are optional for Spanish-speaking ELs in Grades 2–11 who meet the following criteria:

- Whose primary language is Spanish and who are receiving instruction in Spanish; or
- Who are recently arrived ELs and whose primary language is Spanish.

At the option of the local education agency (LEA), schools also may use the STS to test Spanish-speaking ELs who are enrolled in a dual-language immersion program that includes Spanish.

Students may take the STS for RLA in addition to, not in place of, Smarter Balanced English language arts (ELA)/literacy assessments.<sup>a</sup>

Students enrolled during the LEA's testing window may participate as an option in the Standards-based Tests in Spanish (STS) for RLA, including students with disabilities, ELs—regardless of their English fluency (whether they are ELs or are English only) or the length of time they have been in school in the United States—and students placed in nonpublic, nonsectarian schools by the LEA participate in the California testing program unless exempted by their parent/guardian.<sup>b</sup>

Students who take the STS must also take the appropriate Smarter Balanced ELA.

English learners who have been enrolled in California schools for less than 12 months, as of April 15, 2017, for the current school year, are exempt from the Smarter Balance ELA summative assessment but may be tested at the LEA's discretion.<sup>b</sup>

#### Development information

- Biliterate, bilingual California educators and test developers constructed the STS for RLA items.
- Being replaced by the California Spanish Assessment.

## CALIFORNIA

### California Spanish Assessment (CSA)

#### Grade levels

#### Eligibility

- Grades 3–8; High School
- Students who have learned Spanish formally or informally. Includes, but is not limited to, students who:
- are receiving instruction in Spanish in California
  - are seeking a measure that recognizes their Spanish-specific reading, writing, and listening skills

#### Development information

- Piloted in Fall 2017/Field Test in Fall 2018/Operational Test in Spring 2019
- Fixed form, not adaptive, multiple choice
- The CSA, once operational, will provide:
  - student-level data in Spanish competency
  - aggregate data for Spanish RLA programs
  - high schools with a measure to be used, in part, for the State Seal of Biliteracy<sup>c</sup>
- ETS is contracted for the development, administration, and reporting of the CAASPP tests.

### California Science Test (CAST)

#### Grade levels

#### Eligibility

Grades 5–8; once in high school

No Spanish version

#### Development information

- English version in field testing this school year (2017–2018)

## CALIFORNIA

### Mathematics Assessment

Grade levels	Eligibility
--------------	-------------

Grades 3–8, 11

No Spanish version available; only language accommodations.<sup>d</sup>

<sup>a</sup> <http://www.caaspp.org/administration/about/sts/index.html>

<sup>b</sup> <http://www.caaspp.org/rsc/pdfs/CAASPP.sts-tam.2017-18.pdf#page=7>

<sup>c</sup> <http://www.caaspp.org/administration/about/csa/index.html>

<sup>d</sup> <https://www.cde.ca.gov/ta/tg/ca/documents/mathsupports.pdf>

## COLORADO

### Colorado Spanish Language Arts (CSLA)

#### Grade levels

#### Eligibility

Grades 3–4

Students are eligible for the CSLA if they meet *all* the following criteria:

- Non-English proficient or limited English proficient
- Have received instruction in Spanish language arts within the last 9 months
- Have had instruction in the English Language Development Program 5 years or less (not including preschool or kindergarten)<sup>a</sup>

#### Development information

- The previous assessments, Lectura and Escritura, were aligned to the Colorado Model Content Standards. The new CSLA assessments align to skills and concepts in the Colorado academic standards and were independently constructed. These paper-based assessments have been created by using blueprints that mirror the PARCC ELA assessment.<sup>b</sup>
- CSLA was developed because Colorado School Law C.R.S. §22-7-1006.3 (4) (a) and (b) requires a SLA assessment. CSLA was administered for the first time in the 2015–2016 school year and was field tested in Spring and Fall 2015.
- Pearson, which has administered Colorado’s statewide tests since 2014, was awarded the contract by a selection committee composed of educators statewide and CDE staff. Under the contract, the science and social studies assessments will start this year, and the ELA and mathematics assessments will start in 2019.<sup>d</sup>

### Colorado Measure of Academic Success (CMAS) (Science)

#### Grade level

#### Eligibility

Grades 5, 8, High School

Students are eligible for the CMAS if they meet *all* the following criteria:

- Non-English proficient or limited English proficient
- Have received science instruction in Spanish within the last 9 months
- Have had instruction in the English Language Development Program 5 years or less (not including preschool or kindergarten)

Decisionmaking flow chart<sup>e</sup>

## COLORADO

Districts must determine the best fit for the student to access content on the assessment:

- Translated Spanish version
- English version with linguistic accommodations

### Colorado Measure of Academic Success (CMAS) (Mathematics)

Grade levels	Eligibility for taking the Spanish version of the test
--------------	--

Grades 3–8, 11

Students are eligible for the CMAS if they meet *all* the following criteria:

- Non-English proficient or limited English proficient
- Have received mathematics instruction in Spanish within the last 9 months
- Have had instruction in the English Language Development Program 5 years or less (not including preschool or kindergarten)

Decisionmaking flowchart<sup>e</sup>

Districts must determine the best fit for the student to access content on the assessment:

- Translated Spanish version
- English version with linguistic accommodations<sup>a</sup>

<sup>a</sup> [https://www.cde.state.co.us/assessment/csla\\_flowchart\\_17-18](https://www.cde.state.co.us/assessment/csla_flowchart_17-18)

<sup>b</sup> <https://www.cde.state.co.us/assessment/csla>

<sup>c</sup> <https://www.cde.state.co.us/assessment/2017cslatam#page=6>

<sup>d</sup> <https://www.cde.state.co.us/assessment/factsheetsandfaqs>

<sup>e</sup> <https://www.cde.state.co.us/node/34244>

## NEW MEXICO

### Spanish Reading Standards-Based Assessment (SBA)

Grade levels	Eligibility
--------------	-------------

Grades 3–8, High School	The Spanish Reading SBA may be administered to English learners in New Mexico who have been enrolled in U.S. schools for less than 3 consecutive years. This applies to ELs in public schools, public charter schools, and state educational institutions in Grades 3–8 and Grade 11.  “Students who have been in U.S. schools for less than 3 consecutive years shall participate in the statewide assessment program in one of three ways: the student may participate in the standard administration of the English-language version of the assessment without accommodations; the student may participate in the English-language version of the assessment with appropriate accommodations; or the student may participate in the standard administration of the Spanish-language version of the assessment, where available and appropriate.” (New Mexico Administrative Code, 6.29.1.9 M. (2)(i)). This decision is made by the “local school’s team.” A waiver can be sought from the State Secretary of Education to extend, on a case-by-case basis, the administration of the SBA to 5 years.  New Mexico Administrative Code <sup>a</sup>  New Mexico administers the test only to students who have received instruction in Spanish language arts.
----------------------------	--

### Development information

Measured Progress, Inc., a not-for-profit assessment services company located in Dover, Delaware,<sup>b</sup> currently develops, administers, scores, and reports the Spanish literacy assessment of New Mexico’s SBA. The Spanish reading test is an independent construction.

According the New Mexico ESSA Plan, the state is exploring the development of a SLA assessment.

### Statewide Early Reading Assessment/Screening

Grade levels	Eligibility
--------------	-------------

Pre-K, K–2	Prekindergarten children are assessed in their home language on the Pre-K Observation Assessment.
------------	---

K–2 test is independent construction	A Spanish screening and formative assessment tool is used in K–2 to measure critical areas of Spanish reading development.
--------------------------------------	--

## NEW MEXICO

### Development information

The K–2 assessment is not a Spanish translation of the English. It was developed using “scientifically based Spanish reading research.”

### Standards-Based Assessment (Science)

#### Grade levels

Grades 4, 7, 11  
Translation

#### Eligibility

The Spanish Science SBA is administered to all students enrolled in public schools, charter schools, and state educational institutions in Grades 4, 7, and 11. ELs who have been in U.S. schools less than 3 years who receive instruction in science are eligible to take the test. A waiver can be granted for up to 2 additional years.

### Development information

Science assessment is a translation from English to Spanish.<sup>c</sup>

### Mathematics Assessment

#### Grade levels

Grades 3–11  
Translation

#### Eligibility

The PARCC mathematics test is available in Spanish. ELs who receive instruction in science are eligible to take the test in Spanish. ELs who have been in U.S. schools less than 3 years who receive instruction in mathematics are eligible to take the test. A waiver can be granted for up to 2 additional years.

### Development information

Mathematics assessment is a translation from English to Spanish.

<sup>a</sup> <http://164.64.110.239/nmac/parts/title06/06.029.0001.htm>

<sup>b</sup> <https://www.measuredprogress.org/about-us/where-we-work/>

<sup>c</sup> [https://sba.onlinehelp.measuredprogress.org/wp-content/uploads/sites/10/2018/02/NM\\_Science\\_SBA\\_Technical\\_Guide\\_for\\_Spanish\\_Language\\_Support\\_Spring\\_2018\\_Finalv2.pdf](https://sba.onlinehelp.measuredprogress.org/wp-content/uploads/sites/10/2018/02/NM_Science_SBA_Technical_Guide_for_Spanish_Language_Support_Spring_2018_Finalv2.pdf)

## TEXAS

### State of Texas Assessments of Academic Readiness (STAAR) Spanish

#### Grade levels

#### Eligibility

- |            |  |
|------------|--|
| Grades 3–5 | <ul style="list-style-type: none"><li>• Eligible ELs in Grades 3–5 whose academic skills are most appropriately measured in Spanish</li><li>• Eligible non-ELs in Grades 3–5 whose academic skills are most appropriately measured in Spanish</li><li>• Not permitted for an EL whose parent or guardian has declined bilingual/ESL program services<sup>a</sup></li></ul> |
|------------|--|

#### Development information

- Independently developed
- Field tested every year
- Writing prompt study undertaken every 3 years
- Reading and writing tests are built separately from regular STAAR
- ETS

### State of Texas Assessments of Academic Readiness (STAAR) Science

#### Grade levels

#### Eligibility

- |            |  |
|------------|--|
| Grades 3–5 | <ul style="list-style-type: none"><li>• Eligible ELs in Grades 3–5 whose academic skills are most appropriately measured in Spanish</li><li>• Eligible non-ELs in Grades 3–5 whose academic skills are most appropriately measured in Spanish</li><li>• Not permitted for an EL whose parent or guardian has declined bilingual/ESL program services<sup>a,b</sup></li></ul> |
|------------|--|

#### Development Information

- Science items are transadapted from the English development (names, idioms, titles on tables, cultural references, geographic names).
- Science tests for regular STAAR and STAAR Spanish are the same or may vary slightly.<sup>c</sup>



## TEXAS

### State of Texas Assessments of Academic Readiness (STAAR) Mathematics

#### Grade levels

#### Eligibility

- | Grade levels | Eligibility  |
|--------------|--|
| Grades 3–5   | <ul style="list-style-type: none"><li>• Eligible ELs in Grades 3–5 whose academic skills are most appropriately measured in Spanish</li><li>• Eligible non-ELs in Grades 3–5 whose academic skills are most appropriately measured in Spanish</li><li>• Not permitted for an EL whose parent or guardian has declined bilingual/ESL program services.<sup>a, b</sup></li></ul> |

#### Development information

- Mathematics items are transadapted from the English development (names, idioms, titles on tables, cultural references, geographic names).
- Mathematics tests for regular STAAR and STAAR Spanish are the same or may vary slightly.<sup>c</sup>

<sup>a</sup> [https://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Testing/State\\_of\\_Texas\\_Assessments\\_of\\_Academic\\_Readiness\\_\(STAAR\)/STAAR\\_Spanish\\_Resources/](https://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_(STAAR)/STAAR_Spanish_Resources/)

<sup>b</sup> <https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=51539619375&libID=51539619376>

<sup>c</sup> <https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=51539613709&libID=51539613708>

**MIDWEST**  
Comprehensive Center

at American Institutes for Research ■

10 South Riverside Plaza, Suite 600 | Chicago, IL 60606-5500 | 312.288.7600

[www.midwest-cc.org](http://www.midwest-cc.org)