

INTRODUCTION: ELL STUDENTS & STANDARDIZED TESTING

How does Standardized Testing Impact English Language Learners?

Anna Maria College

Abigayle Celata

Author's Note

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Chapter One

Introduction & Thesis

Standardized testing is a controversial topic in the United States of America. There are many different perspectives on the effectiveness of standardized testing. Does it accurately measure students' knowledge of the curriculum? Does it accurately measure a teacher's performance? Standardized tests were established to assess students' knowledge and hold teachers accountable for meeting the Standards set out by the State. However, these high-stakes exams have caused much controversy between students, teachers, and parents.

Schools are comprised of a diverse group of students and educators. Teachers' ages, genders, ethnicities, and teaching styles are few of the differences between the diverse group. Students' genders, ethnicities, learning style, socioeconomic status, and spoken language are few of the differences among this diverse group. Yet, with all these differences, states administer strictly formatted annual exams to every student between third and tenth grade. How are these tests accurately assessing a student's learning comprehension when the test is administered in one format? How are the tests measuring a teacher's performance when each teacher has a different group of students with differing academic abilities?

Imagine you are an English Language Learner in the fifth grade at Paxton Center School. You were born in the Dominican Republic and recently moved to Paxton, Massachusetts last year. When you were in fourth grade at Paxton Center, you did not speak English. At home, your family only speaks Spanish. Your English has improved since last year, but your vocabulary, comprehension, and fluency skills are still developing. It is March and you are presented with the MCAS exam. You are sitting at your desk with a blueberry muffin and some orange juice and are listening to the directions for the exam. You open the exam and struggle to read a passage from

Gary Paulsen's *Hatchet*. Your first question asks, "In paragraphs 20-22 of *Hatchet*, how does Brian feel after finding the raspberries?" Your answers are: A) guilty B) grateful C) amused D) discouraged. You are sitting in your seat pondering the meaning of each of these words because you do not know what they mean. The remainder of the exam is equally difficult because of your lack of vocabulary and limited comprehension skills. Is this exam assessing your comprehension of the yearly curriculum or your English language skills?

Statement of the Problem

The number of English Language Learners in the United States public school systems continue to rise. There are over five million English Language Learners (ELLs) in the public school system (National Center for Education Statistics, 2018). Standardized testing presents many challenges for these diverse students. They may lack the necessary comprehension and vocabulary skills to show proficiency of the subject matter. They may lack knowledge about specific topics and struggle to write about these topics in their open responses.

Background

English Language Learners (ELL) are among the fastest growing student population in the United States. ELL students are a diverse group of students who speak a variety of languages and require different language, academic, and social-emotional supports in a public school setting (Colorin Colorado, 2015). Spanish is the most primary language for ELL students, but other prevalent languages include Chinese, Vietnamese, and Arabic (Sanchez, 2019). The majority of English Language Learners are born in the United States and are verified citizens.

When English Language Learners are enrolled in a public school, they are screened to determine their English proficiency. This screening is usually done via a take-home survey. ELL

students can be identified as ESL students, transitional bilingual students, or dual language students. ESL students receive sheltered English immersion services “that stresses simplified speech and uses visual or physical cues, memorization and drills” (Sanchez, 2019). Transitional bilingual students are working towards English proficiency while maintaining their understanding of their native language. The goal of transitional bilingual instruction is to have students become fluent in two languages (Sanchez, 2019). The dual language instruction model is when students receive instruction in one language during the first half of the school day and then in another language for the other half (Sanchez, 2019). A significant factor that plays a role in these instruction models is the teachers providing these services. There has been a shortage of teachers who are qualified to teach ELL students which negatively impact these students' educational experience.

Standardized testing was implemented with the intention of holding both teachers and students accountable for their education. In 2002, the No Child Left Behind Act was enacted as a result of this desire. The No Child Left Behind Act was implemented “to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments” (Dolezalek & Sayre, 2009). However, there were many drawbacks to this law as many student populations were negatively impacted.

The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act in 2015. The Act is the, “nation's main education law for all public schools. The law holds schools accountable for how students learn and achieve. ESSA aims to provide an equal opportunity for students who get special education services” (Lee, 2019). Laws regarding standardized testing have been created in an effort to close the achievement gap between diverse students and their

English proficient peers, but they have presented many challenges for English Language Learners.

ELL students are among the fastest growing student population in the United States. However, this growing student population “is least likely to meet state proficiency standards [and they are] one of the lowest-achieving student groups in both mathematics and reading” (Taylor et al., 2008). As the ELL student population continues to rise, it is important that educators are evaluating their comprehension skills in the most equitable manner possible.

Purpose of the Study

The purpose of this study is to explore how standardized testing impacts diverse students. It is important that a balanced approach is developed to assess English Language Learners knowledge of the yearly curriculum as standardized testing has many downsides. ELL students are a diverse group of students who speak a variety of different languages. This study will collect teachers' perspectives on how standardized tests impact ELL students. The results of this study are intended to improve the assessments given to ELL students.

Research Questions

The research questions to be answered in this study are:

How are English Language Learners impacted by standardized testing?

Are standardized tests the most appropriate way to assess English Language Learners?

Are ELL student test scores an accurate representation of their comprehension?

What are teachers' perspectives on the effectiveness of standardized testing for English Language Learners?

Significance to the Field

As the population of English Language Learners continues to rise in the United States public school systems, it is increasingly important to ensure they are receiving the most fair and equitable education possible. The results of this study are intended to improve the assessments given to ELL students as it is important to assess their curriculum knowledge in an equitable manner.

Definitions

The definitions of words pertaining to the study are listed below:

- English Language Learners: students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.
- Sheltered English Immersion Instruction: an approach to teaching academic content in English to ELLs. Generally, but not always, ELLs are in the same classrooms as native English-speaking students. To better serve these students, core academic teachers, vocational teachers and those administrators who supervise and evaluate core academic teachers are required to obtain an SEI teacher or SEI administrator endorsement.
- Standardized testing: a method of assessment built on the principle of consistency: all test takers are required to answer the same questions and all answers are graded in the same, predetermined way. Standardized tests are used throughout an individual's education: to compare class progress in elementary or high school.

- Diverse students: children and students of all abilities from racially, ethnically, culturally, and linguistically diverse backgrounds.
- MCAS: Massachusetts Comprehensive Assessment System (MCAS) helps teachers, parents, and students know where students are excelling and where they need help. MCAS helps the Commonwealth identify schools and districts that need additional support.

Limitations

There will be limitations with the study. Student perspectives will not be collected for confidentially purposes. An English Language Learner Coach's perspective will be included in this study.

Chapter Two

Literature Review

The number of English Language Learners continues to rise in the United States, and it is important that they are assessed in an equitable manner. If ELL students are given a state-wide assessment, are they being assessed equitably and how are these students impacted by these assessments? This study aims to explore how English Language Learners are impacted by standardized testing and if their test scores are an accurate representation of their curriculum comprehension skills. As the student population continues to diversify, it is important that educators are creating and maintaining an equitable learning environment for their ELL students.

After analyzing the resources gathered for this study, it can be concluded that standardized testing negatively impacts ELL students and their test scores on these assessments do not accurately reflect their curriculum comprehension. A variety of resources were collected to gather information regarding this topic, yet they all express how standardized testing is an unjust way to assess ELL students. The first literary source reviewed is written by Jamal Abedi titled, *Standardized Achievement Tests and English Language Learners: Psychometrics Issues*. Abedi's study examines how English Language Learners' test scores are impacted by their language background. In *The Role of Schools in the English Language Learner Achievement Gap*, Dr. Richard Fry explores the mathematics achievement gap between native English speakers and English Language Learners in California, Arizona, New York, Texas, and Florida. Mary Farah reveals the challenges that ELL students face in her dissertation, *Accountability Issues and High Stakes Standardized Assessment: Practices, Challenges, and Impact for English Language Learners*. These sources will provide more insight on how ELL students are negatively

impacted by standardized tests and how their test results are not an accurate representation of their comprehension skills.

An English Language Learner is a student who comes from a non-English speaking home and is learning to speak English (*English Language Learners (ELL)*, 2016). Although they may have developed Basic Interpersonal Communication Skills (BICS), otherwise known as social language, they may struggle with developing Cognitive Academic Language Proficiency (CALP), or academic language (*What are BICS and CALP?*, 2019). If students are struggling to strengthen their academic language, they are most likely going to struggle when taking a standardized test. Jamal Abedi explains how English proficiency plays a significant role in the accuracy of ELL students test scores. The purpose of the study was to investigate different schools across the United States and compare the level of performance between non-ELL students and ELL students. The study focused on answering three main questions:

1. Could the performance difference between ELL and non-ELL students be partly explained by language factors in the assessment (Abedi, 2002)?
2. Could the linguistic complexity of test items as a possible source of measurement error influence the reliability of the assessment (Abedi, 2002)?
3. Could the linguistic complexity of test items as a possible source of construct-irrelevant variance influence the validity of the assessment (Abedi, 2002)?

The study collected data from four different testing sites. The amount of ELL students and the grade level assessment data collected varied depending on the site location (Abedi, 2002). Standardized achievement test data was collected from participating students to compare during the study. The results of this study concluded that ELL students test performance is impacted by language factors (Abedi, 2002). These results indicate that student's language skills

should be considered when assessing the order to ensure they are being assessed equitably. Efforts should be made to create assessments that do not present any language barriers for English Language Learners.

The amount of English Language Learners present in a school depends upon the location of the school. Most English Language Learners attend public schools who have low standardized test scores. These schools have low standardized test scores across all student populations. Dr. Richard Fry's report analyzes the mathematics achievement gap between ELL students and non-ELL students in low-achieving public schools. The continuous growth of the ELL population presents challenges for public schools to meet the standardized testing requirements (Taylor et al., 2008). Dr. Fry investigates the test score reports in Arizona, California, Florida, New York, and Texas using the National Longitudinal School-Level State Assessment Score Database (NLSLSASD). The data collected from NLSLSASD is used to compare test scores between ELL students and white students who attend and do not attend the same school. After examining the data from NLSLSASD, Dr. Fry concluded that "ELL student math proficiency rates tend to be highest at ELL reporting schools with sufficient numbers of white students to report the white results. ELL proficiency rates are lower at ELL reporting schools with neither enough white students to report the white results nor sufficient black students to report the black results. ELL math achievement tends to be lowest at ELL reporting schools with sufficient black students to report the black results" (Taylor et al., 2008). The location of the school and student population plays a significant role in the mathematics standardized testing data reported.

English Language Learners face many challenges. They are required to learn the mandated curriculum along with the English language. Mary Farah provides insight on the challenges ELL students face and how high-stakes testing impacts these students. The purpose of

this study was to analyze the “practices, challenges and impact of high-stakes statewide assessments on high school ELLs from the perspective of ESL teachers, content area teachers teaching ELLs and English Language Learners” (Farah, 2017). All students, including ELLs, are required to pass a state-wide assessment in order to receive their high school diploma (Farah, 2017). If they fail this exam, they do not receive their diploma, even though they lack English proficiency. This study reveals that most state assessments are not designed with the considerations of an English Language Learner (Farah, 2017). However, there are accommodations in place to help increase the validity of these assessments. There are effective accommodations that have a positive impact on ELL students along with ineffective accommodations that negatively impact these students (Farah, 2017). ELL students are a heterogenous population of students (Farah, 2017). They do not all speak the same language and they come from all sorts of backgrounds. It is important that educators keep this in mind when creating activities associated with the curriculum (Farah, 2017). From her research, Farah concludes that it is important that policymakers develop more equitable forms of assessment for ELL students (Farah, 2017). These results indicate that standardized tests do not accurately measure an ELL student's curriculum comprehension and that they face many challenges when taking these assessments, the language barrier being the biggest challenge.

Summary

After analyzing these sources, one can conclude that ELL students face many challenges when they take standardized tests. ELL student test scores are not an accurate representation of their comprehension skills as there is a language barrier that prevents them from achieving the highest score they possibly can. Although standardized tests were developed to close the achievement gap, they have widened the gap between English proficient students and ELL

students. ELL students score significantly lower when compared to their non-ELL peers. As the number of ELL students continues to rise, it is important that educators are developing ways to assess the ELL population in an equitable manner.

Chapter Three

Survey Methods and Analytical Considerations

Introduction

The number of English Language Learners continues to rise in the United States. Students enrolled in the public school system in the United States are required to take yearly standardized tests in English Language Arts and Mathematics. These test score results are analyzed to determine student comprehension and teacher performance. However, English Language Learners may face challenges with the yearly standardized test they are required to take. English Language Learners may lack the necessary comprehension or vocabulary skills to complete the exam. ELLs may lack the knowledge about specific topics that are present on the exam which impacts their ability to answer the open response portions of the exam. With over five million English Language Learners enrolled in the public school system, it is important that educators are creating assessments that are equitable for ELLs that accurately assess their comprehension skills rather than their English language skills (National Center for Education Statistics, 2018).

The following research questions were addressed in this study:

How are English Language Learners impacted by standardized testing?

Are standardized tests the most appropriate way to assess English Language Learners?

Are ELL student test scores an accurate representation of their comprehension?

What are teachers' perspectives on the effectiveness of standardized testing for English Language Learners?

This single-subject study examined how standardized tests impact English Language Learners within one school district in central Massachusetts. Information regarding standardized testing and its effects on English Language Learners was collected from one participant who works with teachers who have English Language Learners in their classroom. The information from the one participant was collected via email response. The participant was asked to answer six questions pertaining to how English Language Learners are impacted by standardized tests to the best of their ability. This individual was interviewed via email about their opinions regarding how ELL students are impacted by standardized testing considering they design and modify curriculum to ensure they receive the most equitable education possible.

Setting

The participant was selected based upon their career and background knowledge of working with English Language Learners. This participant directly helps teachers modify curriculum for English Language Learners, hence why they were selected to participate in the study.

The participant in this study was asked the following questions:

- I. In your experience, what are the challenges for EL students regarding standardized testing?*
- II. Do you feel standardized testing does not assess EL students accurately? Why or why not?*
- III. In general, do you feel EL students perform well on standardized tests? Explain*
- IV. If you were to change standardized testing to meet the needs of EL students, what might that look like?*

- V. *Do EL students get any support during standardized testing and what would be some of these supports?*
- VI. *Does your school district analyze the data related to EL proficiency on standardized tests? If so, what have you discovered?*

In order to collect information regarding this topic, the participant was asked the questions via email and then interviewed over the Google Meet platform. The materials used during this study were computers, and word processors. The participant was sent the questions via email and a Google Meet conference call was set up with the participant. The Google Meet conference was recorded with consent from the participant given for the recording. The questions were asked over the Google Meet conference call and answers were recorded on in a document during the interview.

The single participant is a limitation for this study. This participant works with a certain population of teachers who have English Language Learners in their classroom. This study does not include ELL students' perspectives on standardized tests, yet another limitation in the study. The location of the study was a limitation of the study. The study only collects data from an ELL coach from one school district. This poses a limitation because data is not collected from various districts throughout the country. However, despite the limitations, this study aims to begin to inform educators about how English Language Learners are impacted by standardized testing.

In order to inform educators about how English Language Learners are impacted by standardized testing; an ELL coach was selected to be interviewed for this study. The participant remains anonymous for confidentiality purposes. The participant was sent the questions pertaining to the study and a Google Meet was set up with the participant. The interview question responses were matched to answer the initial research questions.

Chapter Four

Survey Results

English Language Learners face many challenges when it comes to standardized testing. Standardized testing is a large component of the United States education system. Each year, students are required to take a state-wide assessment that measures their knowledge of the core curriculum. However, these assessments may not be an accurate measurement of students' knowledge and teacher's performance. English Language Learners are learning how to speak and write in English and are still required to take a standardized assessment each year despite their lack of English understanding.

In order to determine if standardized tests are an equitable way to measure English Languages Learners knowledge and comprehension, an English Language coach was interviewed for this study. The English Language coach works directly with teachers who have English Language Learners in their classroom. The coach helps design and modify the curriculum for ELL's. The interview was conducted over the Google Meet platform. The following questions were asked during the interview:

- I. *In your experience, what are the challenges for EL students regarding standardized testing?*
- II. *Do you feel standardized testing does not assess EL students accurately? Why or why not?*
- III. *In general, do you feel EL students perform well on standardized tests? Explain*
- IV. *If you were to change standardized testing to meet the needs of EL students, what might that look like?*

- V. *Do EL students get any support during standardized testing and what would be some of these supports?*
- VI. *Does your school district analyze the data related to EL proficiency on standardized tests? If so, what have you discovered?*
- VII. *Do you have any valuable information you would like to share regarding how EL's are impacted by standardized testing?*

The following information was collected from the interview with the English Language coach. Each question was asked over the Google Meet platform and their responses are recorded below.

In your experience, what are the challenges for EL students regarding standardized testing?

According to the English Language Learner coach, “standardized testing can be difficult for students depending upon their level of proficiency.” There are five levels of English proficiency that reflect a student’s language development (Breland, 2012). The first level of English proficiency is starting. At this stage, EL’s have limited or no understanding of English (Breland, 2012). The second level of English proficiency is referred to as emerging. At this stage, students can understand short phrases and sentences. At the third stage, the developing stage, students can understand more complex speech but still require repetition (Breland, 2012). The fourth level of English proficiency is referred to as expanding. During the expanding stage, students have developed adequate language skills for day-to-day use (Breland, 2012). The final stage is referred to as bridging. At this stage, students can speak fluently and spontaneously in wide variety of situations, whether that be academic or social (Breland, 2012). “The level of the English Language Learner will determine how well they score on their standardized assessment.”

Do you feel standardized testing does not assess EL students accurately? Why or why not?

According to the English Language coach, their perspective regarding standardized testing is that “a student does not score proficient on their MCAS exam until they are at a level four for English proficiency.” When an EL student has developed the necessary skills to comprehend the English language, they are more likely to perform better on a standardized assessment. In order to do well, “students need to perform at a certain language proficiency level to successfully complete a standardized assessment.”

In general, do you feel EL students perform well on standardized tests? Explain

English Language Learners perform at a lower level when compared to their English-speaking peers. However, the ELL coach has “come across scenarios where the EL will quickly learn the English language and score high on a standardized test, but there are students who struggle, and it takes years for them to become fluent in English. It truly depends on the individual’s learning capacity.”

If you were to change standardized testing to meet the needs of EL students, what might that look like?

Many educators believe that standardized tests are an inaccurate representation of students' knowledge on the core curriculum. According the EL coach, “the best way to assess students may be an adapted portfolio of their work throughout the course of the school year that demonstrates their comprehension of the core curriculum.”

EL students are required to take the same standardized assessment as their English-speaking peers, but it may be beneficial to allow them to be exempt from taking the test for a certain period of time that allows them to gain content knowledge. “If an EL student is

performing at a level one or two, they should be excused from taking the test as they lack the necessary skills to take the exam.”

According to the ELL coach, “it is more important for high schoolers to take portions of the exam, like math and science, in their native language if that is a testing strategy that works best from them.”

Do EL students get any support during standardized testing and what would be some of these supports?

The support that the students receive in this specific school district include word-to-word dictionaries they are allowed to use on these exams. The ELL coach “has observed students who are literate in their own language successfully use the word-to-word dictionary to help them complete the exam.”

Does your school district analyze the data related to EL proficiency on standardized tests? If so, what have you discovered?

After analyzing the data from their school district, “the EL population can consist of a variety of different performance levels. Students can be high performing or low performing in academic subjects depending upon their work ethic and academic strengths. In this specific school district, there is a high dropout rate of English Language Learners.”

Do you have any valuable information you would like to share regarding how EL's are impacted by standardized testing?

English Language Learners need to take the ACCESS exam on a yearly basis. The ACCESS exam measures an EL's language growth over the course of the year. Instead of this

test measuring their content-based knowledge, their English proficiency is measured. According to the ELL coach, “the ACCESS standardized assessment is a valuable assessment tool because teachers and coaches can monitor a student's progress over the school year.” The ACCESS exam assesses the four language domains of listening, speaking, reading, and writing to gather accurate information on how the student is progressing while learning English (WIDA, 2000). Instead of having this exam administered in third grade, like a state-wide content-based standardized assessment, it is administered yearly to students in kindergarten through grade 12 who have been identified as English Language Learners (WIDA, 2000).

EL students can earn a Seal of Biliteracy. The seal indicates that the student is fluent in their native language and in English. This assessment is considered a valuable assessment piece by this ELL coach because “if EL students pass the required assessments, they earn a Seal of Biliteracy. The Seal of Biliteracy honors the fact that students are capable of speaking two different languages.”

The information collected from the English Language coach is from one perspective but provides valuable information about how English Language Learners are impacted by several types of standardized tests. If an English Language Learner takes an ACCESS exam, their English proficiency is being monitored over the course of the academic year. The Seal of Biliteracy exam is an honor, if passed, as the student demonstrates they are fluent in their native language and English. However, despite these exams that monitor progress and honor bilingualism, EL students in this district have difficulty with the MCAS exam if they are not speaking at a level four proficiency level of English.

Chapter Five

Conclusion

Standardized testing is a controversial topic in the United States. There are many different perspectives about how standardized testing is impacting America's students and teachers. Since every student learns differently and each teacher has their own teaching pedagogy, is it ethical for students to be administered a strictly formatted high stakes assessment?

The number of English Language Learners enrolled in the public school system has drastically increased. With the rising number of ELL students, it is important that standardized tests are an equitable form of assessing students' knowledge and comprehension. If an English Language Learner is struggling with the English vocabulary and grammar concepts, or they lack background knowledge about United States history, they are bound to struggle on these assessments. Since English Language Learners lack the necessary skills to complete a standardized test, are their test scores an accurate representation of their comprehension of the core curriculum?

The purpose of this study was to examine how standardized tests impacts diverse students. English Language Learners speak a variety of different languages, and it is important that a balanced approach is developed to assess these students. This study will collect an English Language Learner coach's perspective on how ELL students are impacted by standardized testing and the standardized tests they take that assess their English proficiency growth.

All studies have limitations and could further research different people with different perspectives to support their position on a certain topic. One of the biggest limitations of this

study was the lack of participants. This study interviewed an English Language Learner coach at the elementary education level at a school district in Worcester County. If more perspectives had been collected from teachers, students, specialists, parents, etc. there would be more evidence on how standardized testing impacts diverse students. The ELL coach is from Massachusetts, but it would be best to collect varying perspectives from different educators across the United States. Due to time constraints, students were not interviewed for this study. Since this study focuses on how standardized tests impact ELL students, it would be beneficial to gather data from students who attend different school districts across the United States.

There are ways one could expand on the study to collect more information regarding how English Language Learners are impacted by standardized testing. First, the biggest limitation in this study could be eliminated by further researching different teachers, students, specialists, and parents' perspectives regarding this topic. If more perspectives were collected, they could be compared to come to one consensus.

The different perspectives collected should be from various school districts across the United States. There are some school districts with a low percentage of EL students and schools with high percentages. Despite their differences in EL student enrollment, all schools should still be interviewed because schools with lower percentages of EL students may not have the necessary teachers to help the students succeed and must hire outside sources to help their students.

After conducting research and interviewing an ELL coach, the results of this study conclude that if an English Language Learner does not speak English at a certain proficiency level, their standardized test results are not an accurate representation of their knowledge. If a

student is struggling at a lower proficiency level, they have yet to acquire the necessary knowledge to complete the exam.

Two unintended discoveries were found during this study. There are standardized tests that ELL's take to monitor their progress. English Language Learners take the ACCESS test on a yearly basis. These tests would be considered beneficial as they are collecting data on where students need help to improve their English speaking, listening, writing, and reading ability. English Language Learners can earn a Seal of Biliteracy on their high school diploma that signifies they are bilingual and can fluently speak English and their native language. This Seal of Biliteracy is earned when EL's take and pass an assessment that assesses their ability to fluently speak, read, write, and listen in their native language. The seal honors that students are bilingual.

The education system in the United States should aim to develop assessments that are equitable for English Language Learners. Without these assessments, EL students are unable to accurately present their content knowledge because of their language barrier. This study revealed that there are assessments that are beneficial to EL students, but the high stakes standardized assessments are still a poor predictor of an English Language Learners knowledge of the core curriculum. It is important that educators strive to provide an equitable education for English Language Learners to ensure they are receiving a well-rounded education in the United States.

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Appendix

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COLLEGE

Consent Form for Participation in a Research Project

Dear participants,

I am asking for your participation in a research study titled, “How Standardized Testing Impacts English Language Learners.”

This study is being led by Abigayle Celata.

Study Purpose and Procedures *(be specific about any experimental procedures)*

The purpose of this study is to explore how standardized testing in America impacts English Language Learners (ELLs). As the number of English Language Learners continues to rise in the United States, it is important to acknowledge the challenges that these diverse students face. This study intends to explore how ELL students are impacted, both positively and negatively, by these exams.

Risks, Benefits, Voluntary Participants *(include time commitments, compensation or lack thereof)*

There will be no compensation for participating in this study. The time commitment for this study will range between 30 minutes to 2 hours. The interview process will be via Zoom or email. This will be determined based upon the preference of the individual being interviewed.

You should be aware that the Anna Maria College Institutional Review Board may inspect study records as part of its mission to protect the safety of research participants. If you have any additional questions related to this study, please contact cblais@annamaria.edu.

Should you have any questions related to your rights as a research participant, please contact the Anna Maria Institutional Review Board Chair at scousineau@annamaria.edu.

I have read this information and have had the study purposes, procedures, risks, and benefits explained to my satisfaction. My signature indicates my informed consent to participate in the study. I acknowledge that I have received a copy of the consent form.

Printed name of participant

Signature of participant

Date

Signature of Principal Researcher or Witness