

Addressing Equity Concerns for English Learners: Where Do Native Language Assessments Fit In?

Webinar

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Presenters



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Margie McHugh



Margie McHugh is Director of the Migration Policy Institute's National Center on Immigrant Integration Policy. The Center is a national hub for leaders in government, community affairs, business and academia to obtain the insights and knowledge they need to respond to the challenges and opportunities that today's high rates of immigration pose for communities across the United States. It provides in-depth research, policy analysis, technical assistance, training and information resource services on a broad range of immigrant integration issues.

Ms. McHugh's work focuses on education quality and access issues for immigrants and their children from early childhood through K-12 and adult, post-secondary and workforce skills programs. She also leads the Center's work seeking a more coordinated federal response to immigrant integration needs and impacts, and more workable systems for recognition of the education and work experience immigrants bring with them to the United States.

Prior to joining MPI, Ms. McHugh served for 15 years as Executive Director of The New York Immigration Coalition, an umbrella organization for over 150 groups in New York that uses research, policy development, and community mobilization efforts to achieve landmark integration policy and program initiatives. Prior to joining NYIC, Ms. McHugh served as Deputy Director of New York City's 1990 Census Project and as Executive Assistant to New York Mayor Ed Koch's chief of staff.

She has served as a member and officer on the boards of directors for both the National Immigration Forum and Working Today; on the editorial board of *Migration World Magazine*; and has held appointive positions in a variety of New York city and state commissions, most notably the Commission on the Future of the City University of New York and the New York Workers' Rights Board. Ms. McHugh is a graduate of Harvard and Radcliffe Colleges.



MPI's National Center on Immigrant Integration Policy (NCIIP)

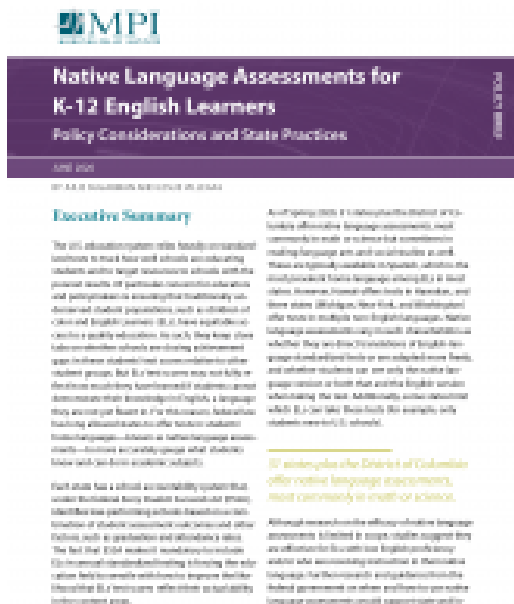
Primary Areas of Work:

- Education and Training:
 - Early Childhood
 - K-16
 - Adult Education and Workforce Development
- Language Access and Other Benefits
- Governance of Integration Policy

www.migrationpolicy.org/integration



Today's Release



Native Language Assessments for K-12 English Learners: Policy Considerations and State Practices

By Julie Sugarman and Leslie Villegas

<https://bit.ly/nlael620>



Julie Sugarman



Julie Sugarman is Senior Policy Analyst for PreK-12 Education at the Migration Policy Institute's National Center on Immigrant Integration Policy, where she focuses on issues related to immigrant and English Learner (EL) students. Among her areas of focus: policies, funding mechanisms, and district- and school-level practices that support high-quality instructional services for these youth, as well as the particular needs of immigrant and refugee students who first enter U.S. schools at the middle and high school levels.

Dr. Sugarman came to MPI from the Center for Applied Linguistics, where she specialized in the evaluation of educational programs for language learners and in dual language/two-way immersion programs. At CAL, she directed comprehensive program evaluations of instruction for ELs in K-12, and contributed to numerous research and evaluation projects, including studies of biliteracy development in two-way immersion programs and the evaluation of the STARTALK program which funds teacher training programs and language instruction for students in grades K-16 in critical languages.

She also provided evaluation expertise to the Cultural Orientation Resource Center at CAL, where she developed a toolkit to help practitioners assess the effectiveness of cultural and community orientation programs for refugees settled in the United States and collected data on overseas and domestic cultural orientation practices, successes, and challenges through practitioner surveys and learner assessments.

Dr. Sugarman earned a B.A. in anthropology and French from Bryn Mawr College, an M.A. in anthropology from the University of Virginia, and a Ph.D. in second language education and culture from the University of Maryland, College Park.



What Are Native Language Assessments?

- Tests of academic content (e.g., language arts, math, science, social studies)
- Written or scripted oral translation, transadaptation, or designed from scratch
- Fit in broader set of accommodations
 - Native language or English supports (dictionaries, clarifications)
 - Modify testing conditions
- Accommodations ensure meaningful participation of all students



Why Use Native Language Assessments?

- Every Student Succeeds Act (ESSA) and predecessors
 - All students must be included in assessment
 - Assess English Learners (ELs) “in the language and form most likely to yield accurate data...”
- Research
 - Spanish versions of reading and math tests improved results for ELs receiving instruction in Spanish and/or with low English proficiency
 - Support dual language instruction



Practical Considerations

➤ Which students?

- English proficiency level
- Language of instruction
- Students with interrupted formal education

➤ Which subjects?

- Math, science, social studies
- Language arts?

➤ Which languages?

- ESSA – languages present to a significant extent



Practical Considerations

➤ Design

- Equivalence of English and native language versions
- Bilingual or monolingual

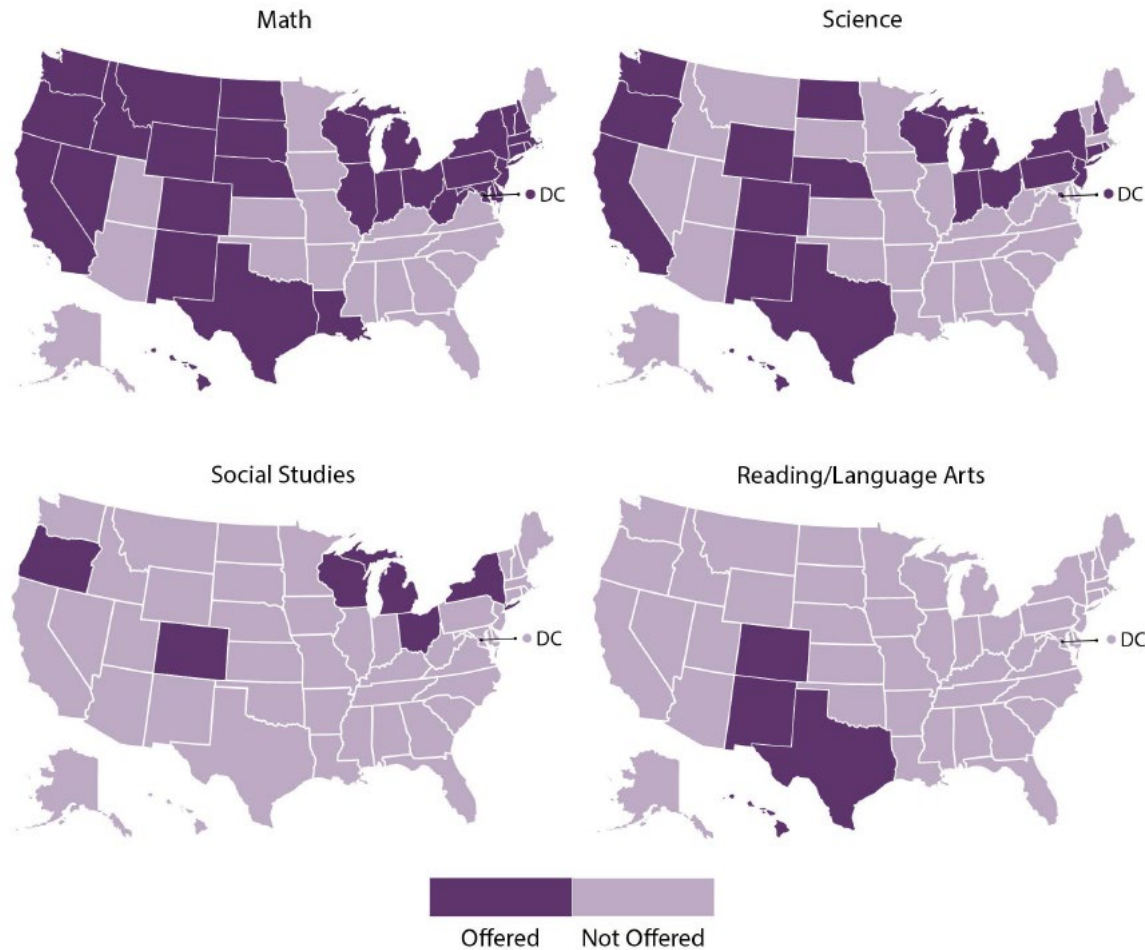
➤ Implementation

- Process to identify eligible students
- Reporting results

➤ Capacity and cost



States Offering Native Language Assessments



Julie Sugarman and Leslie Villegas, *Native Language Assessments for K-12 English Learners: Policy Considerations and State Practices* (Washington, DC: Migration Policy Institute, 2020).



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For more information:

For additional information & to receive updates:

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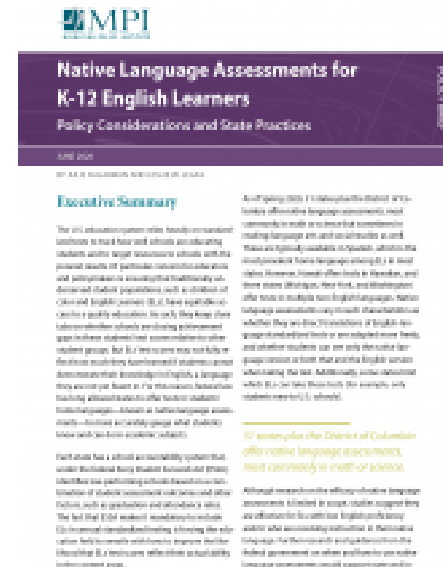
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