



ALTERNATE ENGLISH LANGUAGE
LEARNING ASSESSMENT PROJECT

Project Background

The ALTELLA research project aims to generate findings on successful instructional practices, accessibility resources and accommodations, and assessment of English learners (ELs) with cognitive disabilities to develop an evidence-centered design approach to inform the future developments related to alternate English language proficiency (ELP) assessment for these students.

Many ELs with significant cognitive disabilities are often excluded from required state ELP assessments. Currently, there is limited evidence regarding the progress toward English proficiency for ELs with significant cognitive disabilities. Such evidence is critical to ensure success in school, the path to college, career, and community readiness.



Individual Characteristics Questionnaire

Help us create a profile of the population of students with significant cognitive disabilities who are English learners!

The ALTELLA project has developed an Individual Characteristics Questionnaire (ICQ) to gather key information about the characteristics of ELs with significant cognitive disabilities. The profile developed from the ICQ will inform the future development of an alternate ELP assessment.

Completing the ICQ Online Survey

The ICQ is distributed as an online survey found at go.wisc.edu/altella. The survey takes 15-20 minutes. Complete one survey for each student who is an English learner with significant cognitive disabilities.

We encourage special educators, English language learner specialists, and other educators to work as a team. By collaborating, you can learn from one another and gather high-quality data to support your students.

Complete the ICQ online at
go.wisc.edu/altella



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Types of Questions

The ICQ collects information about an individual student:

- Demographic information, including languages across multiple settings
- Disability information
- Communication preferences including augmentative and alternative communication (AAC) systems
- Services received in school, type of classroom setting, and attendance
- Accommodations and accessibility resources during instruction and testing
- Participation and performance on alternate assessment in English language arts, math, or science (the AA AAS)
- Participation and performance on the English Language Proficiency assessment
- Receptive and expressive communication and engagement in English and/or languages other than English
- Observed performance in reading, writing, and mathematics in English and languages other than English

This information will help test developers, policy makers, and researchers know more about English learners with significant cognitive disabilities. It will also help the field know what kinds of items should be included in the test. Finally, this information will help determine participation and accommodations policies.

Security and Publication of Data

The ICQ survey will not collect or report any identifiable information about you, your student, your school, or your district. The survey does not request student names or identification numbers. In most cases, the results of the study will be aggregated by state. ALTELLA project reports are available at <http://altella.wceruw.org/resources.html>.

If you have any questions about this study, you may contact Laurene Christensen at laurene.christensen@wisc.edu.

Contact Information

Visit us online at altella.wceruw.org.

Questions? Please contact Dr. Laurene Christensen at laurene.christensen@wisc.edu.

ALTELLA is housed within the Wisconsin Center for Education Research (WCER) at the School of Education, University of Wisconsin–Madison.