

Implications for ELLs

- Concerns
 - Focus is still on accountability through high-stakes tests
 - Validity and reliability issues, and ineffectiveness of accommodations for ELLs on large-scale tests have not been resolved
 - 3 years likely not enough time for ELLs to develop sufficient English proficiency before their test scores used in school accountability formulas
 - Inclusion of former ELLs in the ELL subgroup for 4 years may actually mask needs of actual ELLs
 - No recognition of or encouragement for the development of bilingualism and biliteracy
 - Exclusive focus on English