Guidance for Using Science Translated and Glossed Word Lists

Introduction

Translated and glossed word lists are a universal support available on the Science MCAs that may allow students to access the meaning of unfamiliar words in test items. This support may help students better comprehend the test questions and answer choices by reducing confusion or misunderstanding resulting from ambiguous or low frequency academic vocabulary. **New!** This is the first year of a new Science MCA aligned to revised academic standards. With new assessments, MDE seeks to continuously improve the supports, tools, and accommodations available. As a result, the translated word lists have been updated for all grades and the glossary definitions have been added to science lists only.

Translated word lists provide direct one-to-one translations of terms in a student's target language(s); as a result, they will be most beneficial for multilingual learners who are literate in the target language(s) and have encountered these translated terms during instruction, which may include English learners (ELs), former ELs, or students in immersion or dual-language programs. Glossed word lists provide concise definitions or explanations of terms in English; as a result, they may be beneficial to any student who typically receives classroom support with academic vocabulary development. Translated and/or glossed word lists may be provided in conjunction with the online test (with or without other universal supports) or with paper test materials.

Translated and glossed word lists are not intended as a replacement for dictionaries or other resources. The words selected for these lists represent academic vocabulary frequently found in grade-appropriate science texts; however, the lists are not exhaustive and students may still encounter unfamiliar terms in the test.

Instructional Use

Translated and glossed word lists are not intended for direct instruction and should not be provided to students as a resource for isolated study. These lists do not address the specific curricular and instructional decisions that impact daily lessons. Additionally, studying an isolated list of terms without context is not an effective method for developing academic vocabulary. Finally, the glossary definitions are concise and do not capture the breadth and richness of understanding needed to fully acquire a new vocabulary word.

As a tool for curriculum and lesson planning, the word lists may be useful to teachers as exemplars for identifying challenging academic vocabulary in upcoming units. However, the key academic vocabulary targeted for instruction should always reflect the texts and tasks of local curricula and should never be limited to those words provided in the translated and glossed word lists.

Multilingual learners may be provided the translated and/or glossed word lists as a reference tool that can be accessed during regular instruction. The lists used during instruction will be most useful when revised to support the local curricula and/or current learning objectives.

Preparation

Translated word lists are provided in the following languages: Amharic, Arabic, Chinese, Hmong, Karen, Oromo, Russian, Somali, Spanish, and Vietnamese. The glossed word list provides concise glosses in English. Note: Some words may be translated but not glossed. As you prepare students to use this support, consider the following points:

- All students can be provided with the glossed word lists.

- Students should only be provided translations in their target language(s); districts should hide the columns for other languages.

- Districts may provide students with the entire list for a language, or they may limit the list by grades.

  o If printing a list for a given grade, filter for the grade and all preceding grades, as words introduced in earlier grades will be used.

- For Karen, follow the instructions on PearsonAccess Next for installing the font, if not already installed.

Test Administration

The translations and glosses provided in these lists were carefully developed to ensure the items are still measuring what is being assessed. Test Monitors or other district staff may not translate or gloss additional terms or create their own lists for use on the Science MCA. In addition, districts may not translate these lists into languages not available on PearsonAccess Next. If a student needs word-to-word support in a different language, districts can consider using a commercial word-to-word dual-language dictionary or online translation program if the student is familiar with using these supports during instruction; these supports are described in the _Procedures Manual_ (PearsonAccess Next > Resources & Training > Policies and Procedures). Note: Word lists are not permitted for Reading MCA.

If students use translated and/or glossed word lists during instruction, Test Monitors must ensure that only the word lists provided by MDE are used during testing and that there is no additional content or student writing.

Students must write their names on their list. Each list must be collected at the end of each test session and kept secure, as students may have written parts of test items on it. Following test administration, the lists must be securely disposed of following the district's procedures. However, if a Test Monitor confirms there is no writing on the list, a student could continue to use it during regular instruction.