

**A GUIDE TO SELECTING,
ADMINISTERING, AND EVALUATING
THE USE OF ACCOMMODATIONS FOR
INSTRUCTION AND ASSESSMENT OF
ENGLISH LANGUAGE LEARNERS**

V2.0

**Effective for Instruction and
Assessment in the 2009-2010
School Year**



Delaware Accommodations Manual for ELLs
A Guide to Selecting, Administering, and Evaluating the
Use of Accommodations for Instruction and
Assessment of English Language Learners

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INTRODUCTION

The *Delaware Accommodations Manual* presents a five-step process for educators of English language learners, administrators, and district level assessment staff to use in the selection, administration, and evaluation of the use of instructional and assessment accommodations by English language learners.

The guidance in the manual pertains to English language learners who participate in large-scale assessments and the instruction they receive.¹ The five steps include the following:

1. **Setting Expectations**: Expect English language learners to achieve grade-level academic content standards.
2. **Learning** about accommodations for instruction and assessment.
3. **Selecting** accommodations for instruction and assessment for individual students.
4. **Administering** accommodations during instruction and assessment.
5. **Evaluating** and improving accommodation use

¹ The information does not pertain to English language learners with significant cognitive disabilities who are assessed according to alternate achievement standards.

STEP 1

SETTING EXPECTATIONS: EXPECT ENGLISH LANGUAGE LEARNERS TO ACHIEVE GRADE-LEVEL ACADEMIC CONTENT STANDARDS

Federal and State Laws Requiring Participation by Students with Disabilities

Federal law requires the participation of English language learners in standards-based instruction and assessment initiatives.

No Child Left Behind Act of 2001

Stronger accountability for results is one of the four basic education reform principles contained in NCLB. This law complements the provisions in providing public accountability at the school, district, and state levels for all English language learners. NCLB explicitly calls for

...the participation in such assessments of all students [Sec. 1111 (3) (C) (i)]. (The term ‘such assessments’ refers to a set of high-quality, yearly student academic assessments.) [Sec. 1111 (3) (C)(ii)].

NCLB also requires that state assessments provide for

. . . the inclusion of limited English proficient students, who shall be assessed in a valid and reliable manner and provided reasonable accommodations on assessments administered to such students under this paragraph . . . [Sec. 1111 (b) (3) (C) (ix) (III)].

One of the basic reform principles of NCLB is stronger accountability for results for all students. Through this federal legislation, in addition to other state and local district initiatives, assessments aimed at increasing accountability provide important information with regard to

- how successful schools are including all students in standards-based education,
- how well students are achieving standards, and
- what needs to be improved upon for specific groups of students.

There are several critical elements in NCLB that hold schools accountable for educational results. Academic content standards (what students should learn) and academic achievement standards (how well they should learn) in reading/language arts and mathematics (with science added in 2007-08) form the basis of state accountability systems. State assessments are the mechanism for checking whether schools have been **successful in helping students attain** the knowledge and skills defined by the content standards. By 2005-06, states were required to provide assessments in reading/language arts and mathematics for all students, including English language learners, in grades 3-8 and once in high school. By 2007-08, states were required to

provide science assessments in at least one grade in each of three grade spans (3-5, 6-9, 10-12) each year. School, district, and state accountability is based on measuring success in educating all of its students and determining what needs to be improved for specific groups of students. The accountability system is defined in terms of adequate yearly progress (AYP), a way to measure the improvement in achieving standards for all students and designated subgroups each year. Schools, districts, and states are held accountable for improvements on an annual basis by public reporting² and ultimately through consequences if AYP is not achieved.

Equal Access to Grade-level Content

With the focus of legislation aimed at accountability and the inclusion of all students comes the drive to ensure equal access to grade-level content standards. Teachers ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. Providing accommodations during instruction and assessments may also promote equal access to grade-level content. To accomplish this goal of equal access,

- every ELL instructional team member must be familiar with content standards and accountability systems at the state and district level;
- every ELL instructional team member must know where to locate standards and updates; and
- collaboration between general and special educators must occur for successful student access.

All English language learners can work toward grade-level academic content standards and most of these students will be able to achieve these standards when the following three conditions are met:

1. Instruction is provided by teachers who are qualified to teach in the content areas addressed by state standards and who know how to differentiate instruction for diverse learners.
3. Appropriate accommodations are provided to help students access grade-level content.

Students must have experience in the classroom with the accommodations they will use during standardized assessments. Thus, the focus of this manual is on the **selection, administration, and evaluation** of accommodations for instruction and assessment. You will note that the guidelines for **selecting** accommodations for instruction and assessment are the same.

Grade level content standards in Delaware are incorporated into the Delaware Recommended Curriculum Framework, available on the web at <http://www.doe.k12.de.us/standards/>

² Each parent/guardian receives a report of their child's reading and mathematics assessment results. Also included in this report are district and state results.

STEP 2

LEARNING ABOUT ELL ACCOMMODATIONS FOR INSTRUCTION AND ASSESSMENT

What are accommodations?

Accommodations are changes to assessment materials, practices, procedures, or conditions that provide equitable access during instruction and assessments for English language learners (ELLs). Such changes mitigate the academic difficulties encountered by ELLs due to their level of English language proficiency or **socio-cultural** needs. Ideally, ELL accommodations do not alter the test construct, so that scores resulting from accommodated tests should be able to be pooled in the same analyses.

Accommodations are intended to reduce or even eliminate the effects of a student's English proficiency level. They help ensure the validity of the test for all students by eliminating irrelevant obstacles impacting test performance and test scores. Accommodations are not intended to provide an advantage to students who receive them over students who do not. Accommodations do not reduce learning expectations and should not represent a lowering of the target for learning.

Accommodations for instruction and assessment are integrally intertwined. The accommodations provided to a student on the statewide assessment should be accommodations a student has received in the classroom and on school and district assessments. It is not recommended to introduce new accommodations to a student during statewide testing. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. In some states, there may be consequences (e.g., lowering or not counting a student's test score) for the use of some accommodations during state assessments. It is very important for educators to become familiar with state policies regarding accommodations during assessments.

Description of Accommodations Categories

According to Rivera et al (2006) accommodations for ELLs should be "**ELL-Responsive**." An accommodation is **ELL-responsive** if it

- is intended to help the student demonstrate his or her knowledge of test content without altering the test construct.
- involves changes to testing materials, testing procedures, or the testing situation to allow the student to participate meaningfully in an assessment
- addresses the unique linguistic and **socio-cultural** needs of the student

The accommodations categories for ELLs employed by Rivera et al (2006) are:

Direct Linguistic Support Accommodations

- Involve adjustments to the text of the assessment with the intent of reducing the linguistic load necessary to access the content of the test
- Can be delivered in English or the native language.

Indirect Linguistic Support Accommodations

- Involve adjustments to the conditions under which a test is taken to allow ELLs to more efficiently use their linguistic resources
- Include adjustments to test environment and test schedule

Refer to Delaware Accommodations Fact Sheets 1-4 for specific examples of accommodations in these categories.

Modifications vs. Accommodations

Accommodations do not reduce learning expectations. They provide access. However, modifications refer to practices that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of English language learners and expectations for proficiency at a particular grade level. Using modifications may result in implications that could adversely affect students throughout their educational career. Accommodations that change the construct of a test are often called modifications instead of accommodations. Examples of modifications include:

- requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems),
- reducing assignments and assessments so a student only needs to complete the easiest problems or items,
- revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four), or
- giving a student hints or clues to correct responses on assignments and tests.

Reducing the *quantity* of assignments or items would not normally be a modification; rather, reduction in quantity could be a reflection of the fact that ELL students may require extra time to complete each assignment, and therefore may not be able to complete the same number of items as other students, though these students are working on assignments of similar content depth and complexity.

Providing modifications to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements. Providing a student with a modification during a state accountability

assessment may constitute a test irregularity and may result in an investigation into the school's or district's testing practices.

STEP 3

SELECTING ELL ACCOMMODATIONS FOR INSTRUCTION AND ASSESSMENT FOR INDIVIDUAL STUDENTS

To assure English language learners are engaged in standards-based instruction and assessments, every ELL team member must be knowledgeable about the state and district academic content standards and assessments. Effective decision-making about the provision of appropriate accommodations begins with making good instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing good information about the student's disability and present level of performance in relation to local and state academic standards. In essence, the process of making decisions about accommodations is one in which members of the instructional team attempt to "level the playing field" so that English language learners can participate in the general education curriculum. Instructional team meetings that simply engage people in checking boxes on a state or local "compliance" document are neither conducive to sound decision-making practices, nor do they advance equal opportunities for students to participate in the general education curriculum.

Documenting a Student's Accommodations

For English language learners, determining appropriate instructional and assessment accommodations should not pose any particular problems for instructional teams that follow good practices.

Accommodations for the Delaware Student Testing Program (DSTP) must be entered into the DSTP Accommodations database before the start of each testing window.

Involving Students in Selecting, Using, and Evaluating Accommodations

It is critical for English language learners to understand the challenge before them and learn self-advocacy strategies for success in school and throughout life. Some students have had limited experience expressing personal preferences and advocating for themselves. Speaking out about preferences, particularly in the presence of "authority figures," may be a new role for students, one for which they need guidance and feedback. Teachers and others can play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accommodations.

The more that students are involved in the selection process, the more likely the accommodations will be used, especially as students reach adolescence and the desire to be more independent increases. Self-advocacy skills become critical here. Students need opportunities to learn which accommodations are most helpful for them, and then they need to learn how to make certain

those accommodations are provided in all of their classes and wherever they need them outside of school.

Determining the Consequences of Assessment Accommodations Use

When selecting accommodations for state assessments with a student, it is important to look at state policies and procedures to determine whether use of an accommodation results in consequences on a state test (e.g., lowering or not counting a student's score). Assessment accommodations that result in adverse consequences are commonly referred to as modifications, adaptations, alterations, and nonstandard, or nonapproved accommodations (Thurlow & Wiener, 2000). They may also be called invalid accommodations. The terminology can be confusing and terms may have different meanings in various contexts.

Questions to Guide Accommodation Selection

Selecting accommodations for instruction and assessment is the role of a student's instructional team. Use the questions provided below to guide the selection of appropriate accommodations for ELL students (those receiving services and those who are not receiving services) who are currently using accommodations:

- Has the student received any formal instruction in his or her native language? If so, how many years?
- What is the student's current language of instruction?
- Is the student in a Bilingual Education (BE) program, an English as a Second Language (ESL) program, or is the student receiving no ELL services?
- What is the student's English language proficiency level on the ACCESS assessment?
- **What are the student's learning strengths and learning needs?**
- How do the student's learning needs affect the achievement of grade-level content standards?
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?
- What accommodations will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's English language proficiency level? These may be new accommodations or accommodations the student is currently using.
- What accommodations are regularly used by the student during instruction and assessments?
- What are the results for assignments and assessments when accommodations were used and not used?
- What is the student's perception of how well an accommodation "worked?"

- Are there effective combinations of accommodations?
- What difficulties did the student experience when using accommodations?
- What are the perceptions of parents, teachers, and specialists about how the accommodation worked?
- Should the student continue to use an accommodation, are changes needed, or should the use of the accommodation be discontinued?

Of the accommodations that match the student's needs, consider

- the student's willingness to use the accommodation,
- opportunities to use the accommodation in classroom settings, and
- conditions for use on state assessments.

Plan how and when the student will learn to use each new accommodation. Be certain there is ample time to learn to use instructional and assessment accommodations before an assessment takes place. Finally, plan for the ongoing evaluation and improvement of the student's use of accommodations.

Refer to Delaware Accommodations Fact Sheets 1, 2, and 3 and Teacher Tools 1 and 2 for additional information in completing this step.

STEP 4

ADMINISTERING ELL ACCOMMODATIONS DURING INSTRUCTION AND ASSESSMENT

Accommodations during Instruction

The student must be provided the selected accommodations during instructional periods that necessitate their use. It is not recommended that an accommodation be used solely during assessments.

Accommodations during Assessment

Planning for Test Day

Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the actual accommodations during state and district assessments must be mapped out. It is not uncommon for members of the instructional team, most often ELL teachers, to be given the responsibility for arranging, coordinating, and providing assessment accommodations for all students who may need them. Thus, it is essential for all instructional team members to know and understand the requirements and consequences of district and state assessments, including the use of accommodations. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment accommodations on test day.

Refer to ELL Teacher Tools 3, 4, and 5.

Prior to the day of a test, be certain test administrators and proctors know what accommodations each student will be using and how to administer them properly. It may be necessary to search for interpreters or sight translators to administer the test in languages not spoken by current staff members. If interpreters or sight translators have been hired to administer the assessment to any students, they must be trained in test administration procedures and in the specific protocols for the accommodations which they will be administering.

Test administrators and proctors need to know whether a student will be allowed extra time to complete the test and when the testing time is ended, what plan exists for the student to continue working. Staff administering accommodations, such as reading to a student or writing student responses, must adhere to specific guidelines so that student scores are valid.

Administering Assessments and Accommodations

State and local laws and policies specify practices to assure test security and the standardized and ethical administration of assessments. Test administrators, proctors, and all staff involved in test administration must adhere to these policies. The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that test administrators and others involved in assessments must

- take appropriate security precautions before, during, and after the administration of the assessment;
- understand the procedures needed to administer the assessment prior to administration;
- administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur;
- avoid any conditions in the conduct of the assessment that might invalidate the results;
- provide for and document all reasonable and allowable accommodations for the administration of the assessment to English language learners; and
- avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment.³

Failure to adhere to these practices may constitute a test irregularity or a breach of test security and must be reported and investigated according to state and local testing policies.

The State of Delaware has invested significant time and resources on the Delaware Student Testing Program (DSTP). Test security and the confidentiality of the testing program is vital to maintain the validity, reliability, and fairness of the test results; and a breach in test security and confidentiality could result in invalid test scores. The General Assembly of the State of Delaware added Subchapter IV to Chapter 1, Title 14 of the Delaware Code. This legislation enumerates the violations and provides for the sanctions for violations.

“It is a testing security violation for an individual to fail to follow DSTP test administration procedures promulgated by the department, and no individual shall:

- (a) Give any examinee access to secure test items or materials except in the regular course of an authorized administration of the DSTP;
- (b) Give unauthorized individuals or other persons access to secure test items or materials;
- (c) Copy, reproduce, use or otherwise disclose in any manner inconsistent with test security regulations and procedures any portion of secure test materials;
- (d) Provide answers orally, in writing, or by any other means to any examinee;
- (e) Coach any examinee during testing by giving the examinee answers to secure test questions or otherwise directing or guiding a response or by altering or interfering with the examinee’s response in any way;

³ National Council on Measurement in Education. (1995). *Code of Professional Responsibilities in Educational Measurement*. Washington, DC: Author.

(f) Fail to follow security regulations and procedures for the storage, distribution, collection and return of secure test materials, or fail to account for all secure test materials before, during, and after testing;

(g) Fail to properly monitor test administration, including permitting inappropriate collaboration between or among individuals;

(h) Administer secure DSTP tests on dates other than those authorized by the Department;

(i) Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this subchapter; or

(j) Refuse to disclose to the Department information regarding test security violations;

(k) Refuse to cooperate in the investigation of a suspected breach of test security whether such investigation is conducted by a school district or the Department. The investigation shall include a review of mitigating circumstances, if applicable.’’

In addition,

“(a) School districts and individuals shall not:

(1) Fail to report test scores, numbers of students tested, or any other data element required to be reported to the Department;

(2) Report incorrect or otherwise inaccurate test scores, numbers of students tested, or any other data element required to be reported to the Department;

(3) Exclude a student from participation in the DSTP except in accordance with the regulations of the Department; or

(4) Refuse to disclose to the Department information concerning a violation of the foregoing data reporting requirements.

(b) Refuse to cooperate in the investigation of a suspected data reporting violation whether such investigation is conducted by a school district or the Department. The investigation shall include a review of mitigating circumstances, if applicable.’’

The following civil sanctions for violations are provided for a student who violates any of the testing behavior provisions. The student “shall be subject to the following:

(1) At the discretion of the Department, the test score of such student may be invalidated and the student may be declared ineligible to retake the test until the next official testing opportunity; and

(2) Be subjected to such disciplinary action as deemed appropriate by the student’s school district.’’

Any individual other than a student who violates any of the above provisions “shall be subject to the following:

- (1) Such personnel sanctions as might otherwise be imposed by the individual's employer for an act of misconduct;
- (2) Be subjected to a hearing conducted by the Professional Standards Board to determine revocation of any license issued to such individual pursuant to the provisions of Chapter 12 of this Title; and
- (3) Payment of any costs incurred by the State or Department as a result of the violation.”

Ethical Testing Practices

Ethical testing practices must be maintained during the administration of a test. Unethical testing practices relate to inappropriate interactions between test administrators and students taking the test. Unethical practices include allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way.

Standardization

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accommodations is necessary to ensure test results reflect actual student learning.

Test Security

Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., Spanish translation) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and (3) return all materials as instructed.

Refer to the Protocols for Reading the DSTP Aloud, Scribing, and Interpreting/Sight Translating in the Appendices of the DSTP Guidelines for Inclusion for detailed rules about how to administer these accommodations and how not to administer them.

NOTE: Please refer questions about Delaware-specific test security, test handling and test ethics to your school test coordinator. They have the most up to date information on these topics for Delaware.

STEP 5

EVALUATING AND IMPROVING ELL ACCOMMODATIONS USE

Accommodations must be selected on the basis of the individual student's needs and must be used consistently for instruction and assessment. Collecting and analyzing data on the use and effectiveness of accommodations are necessary to ensure the meaningful participation of English language learners in state and district-wide assessments. Data on the use and impact of accommodations during assessments may reveal questionable patterns of accommodations use, as well as support the continued use of some accommodations or the rethinking of others. Examination of the data may also indicate areas in which the instructional team and test administrators need additional training and support.

In addition to collecting information about the use of accommodations within the classroom, information also needs to be gathered on the implementation of accommodations during assessment. Observations conducted during test administration, interviews with test administrators, and talking with students after testing sessions will likely yield data that can be used to guide the formative evaluation process at the school or district level and at the student level. Accommodation information can be analyzed in different ways. Here are some questions to guide data analysis at the school and district level and the student level.

Questions to Guide Evaluation of Accommodation Use at the School or District Level

1. Are there policies to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?
2. Are there procedures in place to ensure test administration procedures are not compromised with the provision of accommodations?
3. Are students receiving accommodations as documented in instructional plans and in the DSTP accommodations database (formerly the DELSIS accommodations module)?
4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?
5. How many ELL students are receiving accommodations?
6. What types of accommodations are provided and are some used more than others?

7. How well do students who receive accommodations perform on state and local assessments? If students are not meeting the expected level of performance, is it due to the students not having had access to the necessary instruction, not receiving the accommodation, or using the accommodations that were not effective?

Questions to Guide Evaluation at the Student Level

1. What accommodations are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when accommodations are used verses when accommodations are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the accommodations, or using accommodations that were ineffective?
3. What is the student's perception of how well the accommodations worked?
4. What combinations of accommodations seem to be effective?
5. What are the difficulties encountered in the use of accommodations?
6. What are the perceptions of teachers and others about how the accommodations are working?

Refer to Delaware Accommodations Teacher Tool 6.

These questions can be used to formatively evaluate the accommodations used at the student level, as well as the school or district levels. School- and district-level questions can be addressed by a committee responsible for continuous improvement efforts, while the student-level questions need to be considered by the instructional team. It is critical to stress that formative evaluation is not the responsibility of just one individual. The entire instructional team should contribute to the information gathering and decision-making processes.

DELAWARE ACCOMMODATIONS ELL FACT SHEET 1

Direct and Indirect Linguistic Support Accommodations

What are direct linguistic support accommodations?

Direct linguistic support accommodations “involve adjustments to the text of the assessment with the intent of reducing the linguistic load necessary to access the content of the test” and “can be delivered in English or the native language” (Rivera et al, 2006).

Who can benefit from direct linguistic support accommodations?

Students who benefit most from direct linguistic accommodations are those with ACCESS composite proficiency levels 1-6 including those in year 1 or 2 of monitoring.

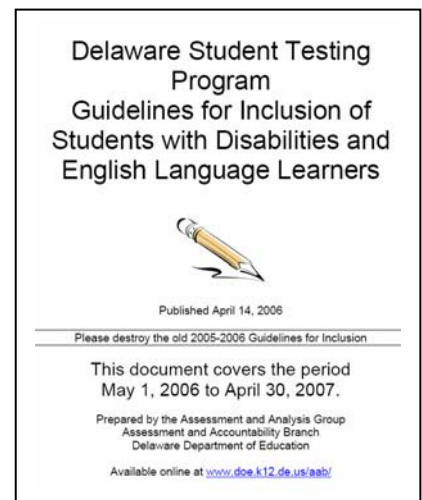
What are indirect linguistic support accommodations?

Indirect linguistic support accommodations “involve adjustments to the conditions under which a test is taken to allow ELLs to more efficiently use their linguistic resources” or “include adjustments to test environment and test schedule” (Rivera et al 2006).

Who can benefit from indirect linguistic support accommodations?

Indirect Linguistic Support accommodations can benefit students with ACCESS composite proficiency levels 1-6 including those in year 1 or 2 of monitoring.

For the State Assessment, information can be found in the *Guidelines for Inclusion of Students with Disabilities and English Language Learners* about the allowable accommodations as well as the appropriate use for each accommodation. The *Guidelines for Inclusion* is published yearly and **must** be used when determining the protocol for accommodation use. It is important, however, that students are given opportunities to use accommodations in the standardized way that they will be delivered during state/district assessments prior to test administration.



DELAWARE ACCOMMODATIONS ELL FACT SHEET 2

EXAMPLES OF ACCOMMODATIONS BASED ON STUDENT CHARACTERISTICS

Example #1
Student Characteristics
<p>Hyun is a ten-year-old in fifth grade whose native language is Korean. He has attended school regularly in the United States for fourteen months. His English language proficiency level is beginning. He had formal schooling in Korea and is fluent in Korean. He has had limited experience with standardized testing procedures in the U.S. (he has taken the DSTP math once). Hyun is currently enrolled in an ESL pull-out program.</p>
Accommodations for Assessment
<p><u>Based on his characteristics, the following accommodations are recommended for reading:</u></p> <p>705 Simplifying or paraphrasing test directions ONLY in native language</p> <p>706 <u>Simplifying or paraphrasing</u> writing prompts and test questions (including multiple-choice options) in native language. (items requested by the student).</p> <p>700 School provides a printed commercial word-for-word dual language dictionary.</p> <p>707 Provide an interpreter/sight translator to translate reading passages in the reading test or the text-based writing into student’s native language. Interpreter/Test administrator must be proficient in the native language.</p> <p>708 Provide an interpreter/sight translator to translate <u>DIRECTIONS ONLY</u> into native language. Interpreter/test administrator must be proficient in the native language.</p> <p>709 Provide an interpreter/sight translator to translate <u>writing prompts and test questions (including multiple-choice options)</u> into native language. Indicate with a ✓ ____ all questions OR ✓ ____ questions requested by student.</p> <p>800 Giving extra breaks, mid-session if necessary.</p> <p>801 Completing the test over multiple blocks of time. Testing can be continued on a subsequent day. A break between testing days must be a break between test sessions (not available for writing).</p>

The following accommodations are recommended for math:

- 700 School provides a **printed** commercial word-for-word dual language dictionary.
- 601 Simplifying or paraphrasing test **directions ONLY** in **native language**
- 706 **Simplifying or paraphrasing** writing prompts and test questions (including multiple-choice options) in native language.
- 708 Provide an interpreter/sight translator to translate **DIRECTIONS ONLY** into native language. Interpreter/test administrator **must** be proficient in the native language.
- 709 Provide an interpreter/sight translator to translate **writing prompts and test questions (including multiple-choice options)** into native language. Indicate with a ✓ ___ all questions **OR** ✓ ___ questions requested by student.
- 800 Giving extra breaks, mid-session if necessary.
- 801 Completing the test over multiple blocks of time. Testing can be continued on a subsequent day. A break between testing days must be a break between test sessions (not available for writing).

Example #2

Student Characteristics

Widlens is a sixteen-year-old in tenth grade whose native language is Haitian Creole. He has attended school regularly in the United States for three years. His English language proficiency is 3.8 on the ACCESS. He has seven years of bilingual French/Creole schooling in his native country. His Haitian Creole is good, but diminishing. He has experience with standardized testing procedures in the U.S. Widlens is currently enrolled in a regular 10th grade program with an ELL English class.

Accommodations for Assessment

Based on his characteristics, the following accommodations are recommended:

- 602 **Simplifying or paraphrasing** writing prompts and test questions (including multiple-choice options) in **English** (items requested by student).
- 700 School provides a **printed** commercial word-for-word dual language dictionary.
- 709 Provide an interpreter/sight translator to translate **writing prompts and test questions (including multiple-choice options)** into native language (questions requested by student).

Example #3

Student Characteristics

Jean-Louis is a fourteen-year-old in eighth grade whose native language is Haitian Creole. He has attended school regularly in the United States for just over one year. His English language proficiency is 1.9 on the ACCESS. He attended school in Haiti until fifth grade. His Creole is orally proficient but less than proficient in reading and writing. He has had little experience with standardized testing procedures in the U.S. He is currently enrolled in an ESL pull-out from a regular grade 8 program.

He is experiencing serious culture shock and apparent low self-esteem. His instructors are watching for signs of a possible learning disability. His grades were weak in Haiti.

Accommodations for Assessment

Based on his characteristics, the following accommodations are recommended for reading and math:

- 705 Simplifying or paraphrasing test **directions ONLY** in **native language**
- 706 **Simplifying or paraphrasing** writing prompts and test questions (including multiple-choice options) in **native language**. (items requested by the student).
- 700 School provides a **printed** commercial word-for-word dual language dictionary.
- 707 Provide an interpreter/sight translator to **translate reading passages in the reading test or the text-based writing into student's native language**. Interpreter/test administrator **must** be proficient in the native language.
- 800 Giving extra breaks, mid-session if necessary.
- 801 Completing the test over multiple blocks of time. Testing can be continued on a subsequent day. A break between testing days must be a break between test sessions (not available for writing).

Example #4

Student Characteristics

Selin is a ten-year-old in fifth grade whose native language is Turkish. She has attended school regularly in the United States for just over one year. Her English language proficiency is 1 - Beginning on the ACCESS. She attended school in Turkey until fifth grade. Her Turkish is on grade level in reading, writing, listening and speaking. She has had little experience with standardized testing procedures in the U.S. Selin is currently enrolled in a push-in/pull-out program.

Accommodations for Assessment

Based on student characteristics, the following accommodations are recommended for reading:

901 An exemption from the reading and writing tests (students in grades 2-10 enrolled in U.S. schools less than one year.)

Based on student characteristics, the following accommodations are recommended for math:

708 Provide an interpreter/sight translator to translate **DIRECTIONS ONLY** into native language. Interpreter/test administrator **must** be proficient in the native language.

709 Provide an interpreter/sight translator to translate **writing prompts and test questions (including multiple-choice options)** into native language.

Example #5

Student Characteristics

Simone is an eighteen-year-old in ninth grade whose native language is Creole. He has attended school regularly in the United States for just over one year. His English language proficiency level is 1.2 on the ACCESS. He reads no English. He attended school in Haiti only through second grade. His Creole speaking and listening is good except for academic language; he has no reading and writing skills. He has no experience with standardized testing procedures in the U.S. He is currently enrolled in an ESL for English and Social Studies and regular classes for other subjects.

Accommodations for Assessment

Based on student characteristics, the following accommodations are recommended:

- 705 Simplifying or paraphrasing test **directions ONLY** in **native language**
- 706 **Simplifying or paraphrasing** writing prompts and test questions (including multiple-choice options) in **native language**. (items requested by the student).
- 707 Provide an interpreter/sight translator to **translate reading passages in the reading test or the text-based writing into student's native language**. Interpreter/test administrator **must** be proficient in the native language.
- 800 Giving extra breaks, mid-session if necessary.
- 801 Completing the test over multiple blocks of time. Testing can be continued on a subsequent day. A break between testing days must be a break between test sessions (not available for writing).

Example #6

Student Characteristics

Jose is a fourteen-year-old in ninth grade whose native language is Spanish. He has attended school regularly in the United States for two years. His English language proficiency is 1.9 on the ACCESS. He attended school in Mexico through eighth grade. His Spanish is proficient in reading, writing, listening and speaking. He has had little experience with standardized testing procedures in the U.S. in another state. He is currently enrolled in an immersion program.

Accommodations for Assessment

Based on student characteristics, the following accommodations are recommended:

- 700 School provides a printed commercial word-for-word dual language dictionary.
- 702 Student responds to the test by writing responses in Spanish. (Not permitted on the writing test)
- 704 Provide printed Spanish translation. (Mathematics, Science, and Social Studies only.)
- 707 Provide an interpreter/sight translator to translate reading passages in the reading test or the text-based writing into student's native language
- 708 Provide an interpreter/sight translator to translate **DIRECTIONS ONLY** into native language. Interpreter/test administrator **must** be proficient in the native language.
- 709 Provide an interpreter/sight translator to translate **writing prompts and test questions (including multiple-choice options)** into native language (questions requested by student).
- 710 On the stand-alone portion of the writing test, student uses native language to write the first draft.
- 800 Giving extra breaks, mid-session if necessary.
- 801 Completing the test over multiple blocks of time. Testing can be continued on a subsequent day. A break between testing days must be a break between test sessions (not available for writing).

Example #7

Student Characteristics

Ashna is an eleven-year-old in seventh grade whose native language is Gujarati. She has attended school regularly in the United States for over three years. Her English language proficiency level is 3-developing. She attended school in India for three years. Her Gujarati is orally proficient but she has few reading and writing skills in Gujarati. She has had experience with standardized testing procedures in the U.S. She is currently enrolled in a weekly ESL pull-out program from a mainstream program for all subjects.

Accommodations for Assessment

Based on student characteristics, the following accommodations are recommended:

- 603 Reading, re-reading in English the test questions, including multiple choice options in English. (Mathematics, Science, and Social Studies only).
- 604 Reading, re-reading, clarifying in English the test directions only.
- 801 Completing the test over multiple blocks of time. Testing can be continued on a subsequent day. A break between testing days must be a break between test sessions (not available for writing).

DELAWARE ACCOMMODATIONS ELL FACT SHEET 3

Do's and Don'ts When Selecting Accommodations

Do...make accommodation decisions based on individualized needs.

Don't...make accommodations decisions based on whatever is easiest to do (e.g., preferential seating).

Do...select accommodations that reduce the effect of the language proficiency to access instruction and demonstrate learning.

Don't...select accommodations that are unrelated to documented student learning needs or that are intended to give students an unfair advantage.

Do...be certain to document instructional and assessment accommodation(s)

Don't...use an accommodation that has not been documented.

Do...be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.

Don't...assume that all instructional accommodations are appropriate for use on assessments.

Do...be specific about the “Where, When, Who, and How” of providing accommodations.

Don't...simply indicate an accommodation will be provided “as appropriate” or “as necessary.”

Do...refer to state accommodations policies and understand implications of selections.

Don't...check every accommodation possible on a checklist simply to be “safe.”

Do...evaluate accommodations used by the student.

Don't...assume the same accommodations remain appropriate year after year.

Do...get input about accommodations from teachers, parents, and students, and use it to make decisions at instructional team meetings.

Don't...make decisions about instructional and assessment accommodations alone.

Do...provide accommodations for assessments routinely used for classroom instruction.

Don't...provide an assessment accommodation for the first time on the day of a test.

Do...select accommodations based on specific individual needs in each content area.

Don't...assume certain accommodations, such as extra time, are appropriate for every student in every content area.

DELAWARE ACCOMMODATIONS

ELL TEACHER TOOL 1A

Access Needs that May Require Accommodations

Directions: Use these questions to identify various types of direct and indirect linguistic support accommodations for English language learners. The list is not exhaustive—its purpose is to prompt members of instructional teams to consider a wide range of accommodation needs. Use the list in planning by indicating Y (YES), N (NO), or DK/NA (Don't Know or Not Applicable).

	Y	N	DK/ NA
DIRECT LINGUISTIC SUPPORT ACCOMMODATIONS			
1. Is the student able to read and understand directions in English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Can the student follow oral directions in English from an adult?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the student need directions repeated frequently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student need directions read in his/her native language in order to access the content?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the student have low or poor reading skills that may require the reading of tests or sections of tests that do not measure reading comprehension in order to demonstrate knowledge of subject areas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Can the student write responses in English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Can the student dictate responses verbally in English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the student have difficulty in code switching with vocabulary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INDIRECT LINGUISTIC SUPPORT ACCOMMODATIONS			
9. Does the student need additional time to process written information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Does the student's language ability affect the rate at which the student writes responses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DELAWARE ACCOMMODATIONS

ELL TEACHER TOOL 1B

Questions to Guide Accommodation Selection

Selecting accommodations for instruction and assessment is the role of a student's instructional team. Use the questions provided below to guide the selection of appropriate accommodations for ELL students (those receiving services and those who are not receiving services) who are currently using accommodations:

Student Background Considerations

1. Has the student received any formal instruction in his or her native language? If so, how many years?
2. What is the student's level of proficiency in his or her native language?
3. What is the student's English language proficiency level on the ACCESS assessment?

Student Performance in the Classroom

1. What is the student's current academic achievement and test performance?
2. What are the student's learning strengths and learning needs?
3. How do the student's learning needs affect the achievement of grade-level content standards?
4. What specialized instruction (e.g., teacher preparation, building background knowledge, comprehensible input, strategy instruction, opportunities for learning, application activities, lesson delivery strategies) does the student need to achieve grade-level content standards?

Guidance for Initial Selection of Accommodations for Classroom Use

1. What (new or currently-used) accommodations increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the linguistic load?
2. What accommodations are regularly used by the student during classroom instruction and assessment?
3. What are the results for assignments and assessments when accommodations are used (or not used)?
4. What difficulties did the student experience in using the accommodations?

5. What is the student's perception of how well the accommodations "worked?"
6. What are the perceptions of parents, teachers, & specialists about how the accommodations worked?
7. Should the student use accommodations or are changes needed?
8. Are there effective combinations of accommodations?

Ongoing Evaluation of Accommodations Used by Student in the Classroom:

1. Is the student willing to learn to use the accommodations?
2. Are there opportunities for the student to learn how to use the accommodations in classroom settings?
3. What are the conditions for use of the accommodations on the DSTP?

DELAWARE ACCOMMODATIONS

ELL TEACHER TOOL 2

Accommodations from the Student's Perspective

Use this questionnaire to collect information about needed accommodations from the student's perspective. The questions can be completed independently or as part of an interview process. Whatever method is used, be certain that the student understands the concept of an "accommodation," providing examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the range of accommodations that may be available.

The things you do well are your strengths. For example, some things you might do well are reading, writing, listening, working in groups, working alone, drawing, or doing your homework.

1. Think about all the classes you are taking now. Which is your best class?

2. Explain what you do well in this class.

The things that are hardest for you are areas you need to work on during the school year. For example, it may be hard for you to pay attention in class, read a book, take tests, listen, stay in your seat, remember new information, do homework, or work in groups.

3. Now ask yourself, "Which class is hardest?"

4. What is the hardest part of this class for you?

5. In the chart that follows, write down all of the classes you are taking. Then look at a list of accommodations. Next to each class, write down what accommodations you think might be helpful for you.

Classes

Accommodations

This questionnaire was adapted from *A Student's Guide to the IEP* by the National Dissemination Center for Children with Disabilities (<http://nichcy.org/pubs/stuguide/st1book.htm>). Retrieved July 28, 2005.

DELAWARE ACCOMMODATIONS

ELL TEACHER TOOL 3

Assessment Accommodations Plan

Student Information	Case Information
Name: _____	ESL/BE Teacher: _____
Date of Assessment: _____	School Year: _____
Name of Assessment: _____	Building/School: _____
	General Education Teacher: _____

Assessment accommodations that student needs for this assessment and date arranged:

Accommodations	Date Arranged:
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Comments: _____

Person responsible for arranging accommodations and due date:

Person Responsible	Due Date:
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Comments: _____

Room assignment for assessment: _____

Planners for this process (signatures): _____

Adapted from Scheiber, B., & Talpers, J. (1985). *Campus Access for Learning Disabled Students: A Comprehensive Guide*. Pittsburgh: Association for Children and Adults with Learning Disabilities.

DELAWARE ACCOMMODATIONS

ELL TEACHER TOOL 4

Assessment Accommodations Agreement

On the following page is an example of a form a student could carry on test day. This type of format puts the student in charge (building self-advocacy skills) and sets the expectation that, with these accommodations, students can show what they know on the test. Some accommodations (e.g., special test editions) need to be arranged long before test day but should still be included on this list to make certain the student receives the correct test booklet. A similar form could be carried to class to remind teachers about daily accommodations. Different schools, teachers, and students might format these statements differently. Note that it is the responsibility of the student to list the necessary accommodations and to present this list to the test administrator or teacher.

Assessment Accommodations Agreement

I, _____,
(Student's name)

need the following accommodations to take part in this assessment:

If I need more information about these accommodations, I can talk to:

(Name of special education teacher, parent, principal, and/or related service provider)

Thank you for helping me to do my best on this test!

(Student signature)

(Date)

DELAWARE ACCOMMODATIONS

ELL TEACHER TOOL 5

Logistics Planning Checklist

Directions: This Logistics Planning Checklist can be used in the planning and implementation of assessment accommodations for an individual student. Use the checklist by indicating Y (Yes), N (No), or NA (Not Applicable).

ACCOMMODATIONS THROUGHOUT THE ACADEMIC YEAR	<u>Y</u>	<u>N</u>	<u>NA</u>
1. Accommodations are documented in student's file	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student uses accommodations regularly and evaluates use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. DSTP Accommodations database is updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PREPARATION FOR TEST DAY

4. Prepare for appropriate testing rooms, staffing, and transportation to testing sites, if necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Special test editions are ordered for individual students based on information contained in accommodations plan (e.g., Spanish translation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Test administrators/proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/data base).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Adult supervision is arranged and test administrators receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Trained readers, scribes, and sight translators are arranged for individual students (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor, text to speech software).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ACCOMMODATIONS ON THE DAY OF THE TEST

10. All eligible students receive accommodations as determined by their instructors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Provision of accommodations is recorded by test administrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Substitute providers of accommodations are available as needed (e.g., interpreters, readers, scribes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Plans are made to replace defective equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONSIDERATION AFTER THE DAY OF THE TEST

Y N NA

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 14. Students who take make-up tests receive needed accommodations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Effectiveness of accommodations use is evaluated by test administrators and students, and plans are made for improvement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

DELAWARE ACCOMMODATIONS ELL TEACHER TOOL 6

Accommodations Journal

One way to keep track of what accommodations work for a student is to support the student in keeping an “accommodations journal.” The journal lets the student be “in charge” and could be kept up to date through regular consultation with an ESL/BE teacher or other staff member. Just think how much easier it would be for an instructional team to select accommodations if the student could provide a journal documenting all of these things:

- accommodations used by the student in the classroom and on tests;
- test and assignment results when accommodations are used and not used;
- student’s perception of how well an accommodation “works”;
- effective combinations of accommodations;
- difficulties of accommodations use; and
- perceptions of teachers and others about how the accommodations are working.

In the spaces provided below, design and organize the accommodations journal for one of your students. Answer these questions:

1. What would you include as headings for the journal?

2. When would the student make entries in the journal, and what types of support would the student need to make these entries?

3. With whom would the student share journal entries, and when would it be done?

4. How could the journal be used in the development of a student's plan for classroom and instructional accommodations?
