

Guide for Refining State Assessment Policies for Accommodating English Language Learners

Charlene Rivera, Barbara D. Acosta, and Lynn Shafer Willner
2008

GW-CEEE
The George Washington University
Center for Equity and Excellence in Education
1555 Wilson Boulevard, Suite 515
Arlington, VA 22209
Tel: 703.528.3588
Fax: 703.528.5973
<http://ceee.gwu.edu>

**The George Washington University
Center for Equity and Excellence in Education**

The mission of The George Washington University Center for Equity and Excellence in Education (GW-CEEE) is to advance education reform so all students achieve to high standards. GW-CEEE conducts policy and applied research, designs and implements program evaluations, and provides professional development and technical assistance. GW-CEEE's clients include state education agencies, school districts, schools, foundations, and federal agencies.

For over a decade, GW-CEEE has conducted research on the inclusion and accommodation of English language learners (ELLs) in high stakes testing, including periodic reviews of state assessment policies for ELLs. GW-CEEE is currently conducting an applied research project with support from the Bill & Melinda Gates Foundation to study the academic language demands of ELLs in middle and high schools. GW-CEEE also provides technical assistance and conducts professional development for clients in states, districts, and schools. With funding from the U.S. Department of Education, GW-CEEE operates the Mid-Atlantic Comprehensive Center which provides technical assistance to state education agencies in the Mid-Atlantic region. GW-CEEE also operates the Mid-Atlantic Equity Assistance Center which provides trainings and technical assistance to districts and schools in Delaware, the District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia.

Acknowledgments

This publication was supported by the U.S. Department of Education's (ED) LEP Partnership, a partnership of the states with the Deputy Secretary's Office and the Office of English Language acquisition at ED, the National Clearinghouse for English Language Acquisition, the Council of Chief State School Officers, the National Council of La Raza, and the Mexican American Legal Defense Fund.

As part of Partnership meetings, external assessment experts are made available to states to discuss the quality of the assessment process for English language learners (ELLs) and to examine how state assessments can be made more accessible to ELLs. This particular project grew out of discussions with state education agency staff including assessment, Title I, and III directors who had concerns about selecting and using accommodations for ELLs.

Identifying accommodations for ELLs that meet requirements of both effectiveness and validity is a challenging task. In the absence of a strong research base, ED charged The George Washington University Center for Equity and Excellence in Education (GW-CEEE) to develop a *Guide for Refining State Assessment Policies for Accommodating ELLs*. To prepare the foundation for the Guide, GW-CEEE conducted two studies, a Descriptive Study of state policies and a Best Practices Study.

We are grateful for the collaboration among ED offices that believed it was important to fund work in this area. In particular we would like to thank Ray Simon, Deputy Secretary; Kathryn Doherty, Special Assistant Office of the Deputy Secretary; Richard Smith, Acting Director for the Office of English Language Acquisition (OELA); Jenelle Leonard, Director, School Support and Technology Programs; and Fran Walter, Group Leader, Technical Assistance Programs.

In particular, the GW-CEEE research team is appreciative to staff from the 51 SEAs who cooperated in providing state policies and verifying the accuracy of state policy data. Their feedback on drafts of the Descriptive Study was invaluable.

We are indebted to the members of the expert panel. With their help, the GW-CEEE research team sorted and ranked ELL-responsive accommodations and mapped them to English language proficiency (ELP) levels. They provided valuable feedback on drafts of the two study reports. We would also like to recognize the contributions of Ellen Forte, President of edCounts; and Charles Stansfield, President of Second Language Testing, Inc.

Special recognition goes to GW-CEEE staff who provided important support throughout the project. Diane Staehr Fenner coordinated the development of an English language proficiency rubric for the Best Practices Study, provided assistance during the data collection process, and gave feedback on the first draft of the Descriptive Study. Roshaun Tyson provided design and layout expertise. Kristina Anstrom, Abhee Brahmalkar, Janet Brown, Marilyn Muirhead, James Ruff, and Tracy Runfola helped pilot the Delphi questionnaires and provided feedback on drafts of the two studies and the Guide; Jennifer Lynch and Gamaliel Gabriento provided administrative support; and Charlotte Blane provided expert editorial assistance.

Expert Panel

Jamal Abedi, Ph.D.
Professor
School of Education
University of California, Davis

Linda Carstens, Ph.D.
Director
Stanford LEADS Network
Stanford University

H. Gary Cook, Ph.D.
Researcher
Wisconsin Center for Education Research
University of Wisconsin

Richard Duran, Ph.D.
Professor
University of California, Santa Barbara

Margo Gottlieb, Ph.D.
Director of Assessment and Evaluation
Illinois Resource Center

Robin Lisboa, M.S.
Administrator
Division of English Language Learning
Illinois State Board of Education

Lorena Llosa, Ph.D.
Assistant Professor
New York University

Carlos Martinez, M.A.
Assistant Secretary of Education
New Mexico Public
Education Department

Teddi Predaris, M.S., M.A.
Director
Office of ESOL Services
Fairfax County Public Schools

Maria Pennock-Roman, Ph.D.
Research Consultant
MPR Psychometric &
Statistical Research Consulting

Raquel Sinai, M.Ed.
Coordinator
Bilingual/ESL Education
New Jersey Department of Education

Table of Contents

Acknowledgments.....	iii
Expert Panel.....	iv
Introduction.....	1
Review of the Research: Accommodating English Language Learners.....	1
Accommodating ELLs	2
Research on Accommodations	3
Relevant Findings from the Descriptive Study and the Best Practices Study	4
Select ELL-Responsive Accommodations	5
Distinguish Policy for ELLs from Policy for Students with Disabilities	6
Map Accommodations to ELLs’ English Language Proficiency Levels and Literacy	7
Distinguish Test Administration Practices from Accommodations	8
Provide Decision Makers with Guidance for Assigning Accommodations.....	8
Plan how to Monitor the Implementation of Accommodations.....	9
Summary	9
How to Use this Guide.....	10
Policy Review and Refinement Cycle.....	10
Prepare to Review Policy.....	13
Review Policy.....	15
Phase I. Review accommodations list for ELL-responsiveness.....	17
Phase II. Review policy text for ELL-responsiveness.....	27
Phase III. Review the extent to which the policy addresses the diverse needs of ELLs.....	31
Refine Policy.....	41
Phase I. Refine accommodations list to make it ELL-responsive.....	43
Step 1. Generate list of proposed accommodations to be offered to ELLs in the refined policy	45
Step 2. Categorize accommodations using an ELL-responsive taxonomy.....	47
Step 3. Identify test administration practices currently offered as accommodations	51
Step 4. Develop summary list of accommodations.....	55
Step 5. Develop detailed descriptions of each accommodation.....	59
Step 6. Complete Phase 1 refinements and integrate into policy.....	63
Phase II. Refine policy text to make it ELL-responsive.....	65
Step 1. Define an accommodation for an ELL.....	67
Step 2. Refine policy text.....	69
Step 3. Integrate refinements into policy.....	71
Phase III. Refine the policy to address the diverse needs of ELLs	73
Step 1. Map accommodations to ELP Levels	75
Step 2. Match accommodations to student literacy levels in English and the native language	79

Step 3. Write guidance for assigning accommodations	81
Step 4. Integrate refinements into policy.....	87
Plan Implementation.....	89
Step 1. Plan dissemination.....	91
Step 2. Plan training.....	93
Step 3. Design a monitoring system.....	95
Next Steps.....	97
Glossary of Terms	99
References	101

Recommended Reading

Shafer Willner, L., Rivera, C., & Acosta, B. (2008). *Descriptive study of state assessment policies for accommodating English language learners*. Arlington, VA: The George Washington University Center for Equity and Excellence in Education. Available from <http://ceee.gwu.edu/AA/SEAtoolkit.html>.

Acosta, B., Rivera, C., & Shafer Willner, L. (2008). *Best practices in state assessment policies for accommodating English language learners: A Delphi study*. Arlington, VA: The George Washington University Center for Equity and Excellence in Education. Available from <http://ceee.gwu.edu/AA/SEAtoolkit.html>.

Introduction

In meeting the inclusion provisions for English language learners (ELLs) in state assessment systems, it is important to assure the meaningful representation of what students know and can do. States have relied on accommodations as one of the principle means to increase the validity of ELL test scores. Yet current knowledge about effective accommodations for ELLs is limited. Moreover, because accommodations were originally implemented to support students with disabilities, many states have not distinguished between accommodations for ELLs and students with disabilities. In contrast to students with disabilities who need accommodations that address their particular disability, ELLs need accommodations that provide *linguistic* support. This support is needed to help them demonstrate what they know and can do on assessments given in English. Additionally, it is important to recognize the heterogeneity of the ELL population. To increase the validity and reliability of assessment results for ELLs, policy makers will need to carefully consider how to accommodate ELLs at varying stages of English language proficiency (ELP), native language literacy, and with differing educational backgrounds.

The aim of this Guide is to support states in refining assessment policies so they are more responsive to the linguistic needs of ELLs. It is designed to help state education agencies build policies that coherently address ELLs, and that clearly distinguish the accommodation of ELLs from the accommodation of students with disabilities.

The next section provides an overview of research on accommodations and highlights studies on specific accommodations for ELLs. This is followed by a discussion of the relevant findings from the Descriptive and Best Practices studies, which form the foundation for the organization and content of the Guide.

Review of the Research: Accommodating English Language Learners

As the standards and accountability movement has gained momentum over the past two decades, the effort to include all students, including English language learners, has also solidified. As part of accountability, the Elementary and Secondary Education Act (ESEA) reauthorized in the 1995 Improving America's Schools Act and later in the 2001 No Child Left Behind Act (NCLB) required states, districts, and schools to share responsibility for the academic achievement of all students and specifically to include ELLs in state assessment systems.

To respond to the requirements of ESEA, every state has formulated policies for including and accommodating ELLs. However, these policies have developed without the benefit of an extensive research base. Because more research is available on accommodations for students with disabilities, many state assessment policies have drawn from this reference base when specifying accommodations for ELLs (Rivera, Collum, Shafer Willner, & Sia Jr., 2006). However, the challenge of making the content of the test accessible to students is different for ELLs than for students with disabilities.

Accommodating ELLs

Accommodations are the principle means states use to include ELLs in large-scale assessments. Accommodations for ELLs involve changes to testing procedures, testing materials, or the testing situation in order to allow ELLs to participate meaningfully in assessments. Effective accommodations for ELLs address the unique linguistic and socio-cultural needs of the student without altering the test construct. Accommodated test scores should be sufficiently equivalent in scale so they can be pooled with unaccommodated scores.

Accommodations for ELLs involve changes to testing procedures, testing materials, or the testing situation in order to allow students meaningful participation in an assessment. Effective accommodations for ELLs address the unique linguistic and socio-cultural needs of the student without altering the test construct. Accommodated scores should be sufficiently equivalent in scale that they can be pooled with unaccommodated scores.

While an effective accommodation for an ELL should provide linguistic support that allows the student access to the content of the test, it should not provide an unfair advantage. Accommodations must meet standards of validity and reliability established in the *Standards for Educational and Psychological Testing* (American Educational Research Association et al., 1999). That is, an accommodation cannot alter the construct being assessed or provide undue assistance in answering the test item (Elliott, Kratochwill, & Schulte, 1998; Koenig & Bachman, 2004). For example, on a math item where a student is to calculate the average time for three runners, it would be appropriate to provide a glossary with a definition of the term “runner” but not of the term “average.” Defining the term “runner” would help an ELL access the meaning of the test item without giving away the answer, but an explicit definition of the term “average” might provide an unfair advantage. In sum, the challenge of appropriately accommodating ELLs is to ensure that test takers have an opportunity to demonstrate what they know and can do without “compromising the validity and other technical aspects of the test” (Rivera et al., 2006, p. 7).

Unlike native English speakers, ELLs are still in the process of acquiring English, placing them at a disadvantage when taking a test in English. ELLs vary in their ability to access meaning when faced with unfamiliar discourse, vocabulary, grammar features and cultural references. Furthermore, ELLs have not yet automated their English language processing skills. A student who is fully proficient in English is able to focus more cognitive resources on responding to the content of the test, and fewer cognitive resources on processing the language of the test (McLaughlin, Rossman, & McLeod, 1983). Particularly at the earlier stages of English language acquisition, research indicates that ELLs encode and decode text in English at slower processing speeds than in their native language(s). As a result, both short-term and working memory may be significantly taxed during second language processing (Rivera et al., 2006).

For an ELL taking a test in English, **construct-irrelevant variance** is created by language demands unrelated to the qualities considered part of the construct being assessed.

Due to these linguistic and cultural barriers, results of an academic test given in English may not adequately represent what an ELL knows and can do, due to language in test items unrelated to

the construct being assessed. For an ELL taking a test in English, construct-irrelevant variance is created by language demands unrelated to the qualities considered part of the construct being assessed. When construct-irrelevant variance occurs, “test results may not reflect accurately the qualities and competencies intended to be measured” (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999, p. 91).

Construct-irrelevant variance for an ELL can be introduced in the form of language, graphics or cultural references that are not part of the construct to be assessed. Because ELLs are still in the process of attaining proficiency in English and may not have the cultural knowledge required, complex language and cultural references used in a test item can create a barrier to understanding and responding.

For example, in the mathematics test item below, an ELL might struggle with idiomatic expressions, and unfamiliar vocabulary.

Your parents start giving you an allowance for doing chores. You put away \$2 in September, \$3 in October, and \$4 in November and follow this savings pattern through August. How much money have you saved over the course of the year?

Although some ELLs might be able to decode and comprehend all of the individual words, they may have difficulty with idiomatic expressions such as “put away” and “over the course of the year” because the meaning is not transparent through an interpretation of the individual words. Further, an ELL may not be familiar with the terms “allowance” and “chores” since the concept of paying children for completing household duties may be uncommon in some cultures. Thus it is important to consider the effects of language on different student populations when developing test items.

Research on Accommodations

The body of literature examining the effectiveness of accommodations for ELLs has only emerged over the past decade, concurrent with growing interest in the appropriate inclusion of this population in large-scale assessments. Research on accommodations for ELLs to date is limited by the number of accommodations studied, the generalizability of findings, and the meager number of studies per accommodation type. Moreover, studies of accommodations for ELLs have generally not controlled for important student background variables including level of English language proficiency, language of instruction, literacy in the native language, and years of schooling.

Only eight accommodations have been the subject of experimental research (Francis, Lesaux, Kieffer, & Rivera, 2006; Pennock-Roman & Rivera, 2007; Sato, Worth, Gallagher, Lagunoff, & McKeag, 2007). These include English reference materials (dictionaries and glossaries), dual language reference materials (dictionaries and glossaries), side-by-side dual language tests, plain or modified English tests, translated (Spanish) tests, and extended time.

A meta-analysis of 11 empirical studies (Francis, Lesaux, Kieffer, & Rivera, 2006) concluded that most of the accommodations studied had little to no consistent effect, and none was

sufficient to “level the playing field” for ELLs. The meta-analysis identified only one accommodation (English dictionaries) that resulted in a consistent and significant overall positive effect across studies. However, Francis et al. (2006) considered this accommodation appropriate only for students who know how to use a dictionary. Dual language dictionaries and translated (Spanish-language) tests also were found effective for some samples of students. Variable outcomes for the accommodations studied, according to the researchers, may have been due to differences in instruction or in student background variables.

By refining the unit of analysis to account for English language proficiency (ELP) level and controlling for time restrictions on tests, Pennock-Roman and Rivera’s (2007) meta-analysis of 13 experimental studies (11 were the same as examined by Francis) identified six accommodations with positive effects for ELLs. Effective direct linguistic support accommodations included pop-up English dictionary/glossary, dual language (Spanish-English) side-by-side tests, and English dictionary/glossary. Translated (Spanish) tests also were effective, but only for students at the lower ELP levels or those who had received Spanish instruction in the content being assessed. For students at intermediate levels of ELP receiving instruction in English, plain English assessments were more effective. Extended time was the only indirect linguistic support accommodation that had a significant effect for ELLs overall. This accommodation was somewhat effective alone, but more effective in combination with a direct linguistic support accommodation (e.g., dictionary or glossary). Small group administration had no effect for ELLs. Pennock-Roman and Rivera (2007) concluded that ELP level and language of instruction are two critical variables to control for in future studies of individual accommodations.

Considering the limited research base, there is significant need for more research on accommodations for ELLs to support definitive conclusions regarding the effectiveness of specific accommodations. While the meta-analytic studies provide insight into the effects of a limited number of accommodation types studied to date, more ELL-responsive accommodations need to be investigated systematically and replication studies conducted.

Relevant Findings from the Descriptive Study and the Best Practices Study

Identifying accommodations for ELLs that meet requirements of both effectiveness and validity is a challenging task. These two issues have only begun to be studied through rigorous research. In the absence of a strong research base and to prepare a foundation for this Guide, two companion studies, were conducted.

The Descriptive Study reviewed state assessment policies to identify the accommodations currently being offered to ELLs (Shafer Willner, Rivera, & Acosta, 2008). The Best Practices Study with the support of an expert panel examined the accommodations identified in the Descriptive Study and mapped the accommodations to English language proficiency levels and literacy (Acosta, Rivera, & Shafer Willner, 2008).

Findings from the two studies that supported the development of this Guide are highlighted next. These findings form the basis for a set of indicators for developing an ELL-responsive assessment policy. The two studies provide insights into areas that need to be addressed in

refining state assessment policies. These include (1) selecting ELL-responsive accommodations, (2) distinguishing policy intended for ELLs from policy designed for students with disabilities, (3) mapping accommodations to ELLs' English language proficiency levels and literacy, (4) distinguishing test administration practices from accommodations, (5) providing decision makers with guidance for assigning accommodations based on student background, and (6) planning how to monitor the implementation of accommodations. Findings in these areas are summarized next.

Select ELL-Responsive Accommodations

In the Descriptive Study the research team found great variation in the level of description of accommodations. Therefore to assure consistency in the count of accommodations from the 51 state assessment policies, it was necessary for the research team to create a standard description for each accommodation. Because of the vagueness of many accommodations in state assessment policies, the expert panel also made the recommendation that states improve the description of individual accommodations for ELLs.

The ELL-responsive taxonomy distinguishes accommodations intended for ELLs from those intended for students with disabilities. This taxonomy draws attention to the linguistic support needed by ELLs.

To guide states in identifying and standardizing accommodations appropriate for ELLs, the expert panel further refined descriptions for the major categories of ELL-responsive accommodations. These categories are based on the ELL-responsive taxonomy developed by Rivera et al. (2006), which classifies accommodations according to whether they provide direct or indirect linguistic support. These types of accommodations address ELLs' linguistic needs by helping students access the content of the test. Accommodations providing direct linguistic support involve adjustments to the language of the test. Such accommodations can be provided in the student's native language or in English. Indirect linguistic support accommodations involve adjustments to the conditions under which ELLs take the test. Rivera and her colleagues (Acosta et al., 2008; Rivera et al., 2006; Shafer Willner et al., 2008) recommend that this taxonomy be utilized in lieu of the traditional taxonomy used to classify accommodations intended for students with disabilities (i.e., presentation, response, setting, and timing) because it draws attention to the linguistic support needed by ELLs. Table 1 shows the refined ELL-responsive taxonomy used in this guide.

Table 1
ELL-Responsive Taxonomy

<i>Direct Linguistic Support Accommodations</i>	
<i>English</i>	<i>Native Language</i>
1. Plain English	6. Written translation
2. English language reference materials	7. Dual language reference materials
3. Scripted oral English	8. Written response
4. Clarification	9. Scripted oral translation
5. Oral response	10. Sight translation
	11. Oral response
	<i>Indirect Linguistic Support Accommodations</i>
12. Allow extended time	

Distinguish Policy for ELLs from Policy for Students with Disabilities

Analyses conducted as part of the Descriptive Study (Shafer Willner et al., 2008) built on previous work (Rivera et al., 2006) by examining the extent to which state assessment policies had moved from a disabilities framework towards a more ELL-responsive framework. Rivera et al. (2006) for example, identified a large number of state policies for ELLs that borrowed from accommodations designed for students with disabilities, an indicator that these policies did not differentiate between the linguistic needs of ELLs and those of students with disabilities.

Data from the Descriptive Study indicate that states have made mixed progress toward the goal of ELL-responsiveness. One indicator of progress from 2000-01 to 2006-07 was the number of ELL-responsive accommodations offered in policies. Data revealed that in 2006-07 more than four-fifths of state assessment policies allowed more ELL-responsive accommodations. The remaining policies showed a reduction in the numbers of ELL-responsive accommodations by one or two accommodations, which suggests that this latter group of states were becoming more selective in the types of ELL-responsive accommodations allowed. Nevertheless, every state offers at least one accommodation not considered appropriate for ELLs.

Another indicator of progress was the extent to which state policies had distinguished between the accommodation of students with disabilities and the accommodation of ELLs. At least half of the state policies that had previously grouped the discussion of “special populations” together in the same section of the policy now distinguished more clearly between issues relevant to ELLs and those unique to students with disabilities. Twelve states abandoned the use of a disabilities taxonomy to categorize accommodations (presentation, response, timing/scheduling, setting). Of the twelve states, only one adopted an ELL-responsive taxonomy. However, a core group of states continue to frame policy using a disabilities framework. Roughly 30 percent continue to combine state policy text for ELLs and students with disabilities within the same paragraph or section of the policy. This core group of states also continues to rely on a disabilities taxonomy to categorize accommodations. Overall, findings suggest that the majority of states’ policies need to be refined to appropriately focus on ELLs.

Map Accommodations to ELLs' English Language Proficiency Levels and Literacy

The diversity of the ELL population adds another layer to the task of selecting appropriate accommodations in state policies. Students who are learning English as a second language vary widely on a range of factors such as level of English language proficiency, level of literacy in English and the native language, language(s) of instruction, age, continuous years of formal schooling in each country, and type(s) of language support program (Abedi, 2004; Martiniello, 2007; Solano-Flores, 2006; Solano-Flores & Trumbull, 2008). These background factors have important implications because a “one-size-fits-all” approach cannot be used to meet the needs of such a diverse population.

Solano-Flores and colleagues (2006; Solano-Flores & Li, 2006) found that measurement error in tests can be attributed to the combined effects of the test item, individual student differences, and language factors. An investigation of these interactions indicated that the academic and language development of ELLs tends to be uneven and that even students at the same level of English language proficiency may vary substantially in terms of the amount of measurement error in tests, regardless of whether the assessment is given in English or in the native language (Solano-Flores, 2006). This variation was attributed not only to differences in content knowledge but also to varying strengths and weaknesses in students' language proficiency as well as the differing level of linguistic challenge experienced by each student for particular test items.

The mapping of accommodations to students' specific needs also has recently received attention in the research literature. Kopriva, Emick, Hipolito-Delgado, Porfirio, and Cameron (2007), for example, observed that the test scores of ELLs who received inappropriate or incomplete accommodations showed no significant effect, while ELLs who received accommodations that were matched to their particular challenges performed at a significantly higher level. Language of instruction is also a factor in whether ELLs can benefit from accommodations in either English or in their native language (Hofstetter, 2003). Francis and his colleagues' (2006) meta-analysis of research on accommodations for ELLs found that students' level of oral and written English (and native) language proficiency impacted the effect size of some accommodations, in particular, customized English dictionaries or glossaries, bilingual dictionaries or glossaries, and native language tests. The authors concluded that “the choice of bilingual or native language assessments as an accommodation for ELLs must take into account the students' oral proficiency and literacy in their native language, as well as the language in which they have been instructed” (p. 28). However, the heterogeneity of the ELL population presents a complex puzzle for policy makers as well as school-based decision makers who face the task of selecting appropriate accommodations for individual students.

Data from the Descriptive Study indicate that only two state policies map all accommodations to one important background characteristic, English language proficiency. To develop guidance for states regarding this issue, the expert panel, as part of the Best Practices Study, mapped accommodations to English and native language proficiency levels. The results of the mapping (shown later in the Guide) can be used to refine state policy so that it addresses the needs of diverse ELLs.

Distinguish Test Administration Practices from Accommodations

When counting accommodations within state assessment policies as part of the Descriptive Study, the research team identified five state policies that distinguished test administration practices from accommodations. The expert panel concurred that other than extended time, most adjustments to test schedules or test setting fail to meet the operational definition of an ELL-responsive accommodation since these items are unlikely to reduce construct-irrelevant variance due to language. Therefore, it was recommended that these items be reclassified as test administration practices. For example, administering a test in a location with minimal distraction would not be expected to affect a student's test score, but it would help facilitate reading test items aloud without disturbing other test takers. The panel agreed with the recommendation to remove these practices from the list of ELL-responsive accommodations and classify them as test administration practices. The panel also recommended that some of these practices be integrated into test directions of specific accommodations (e.g., administering the test individually for an oral presentation). In addition to being a stand-alone accommodation, it was recommended that extended time also be considered a test administration practice when providing accommodations such as dictionaries and glossaries, scripted oral accommodations, sight translations, and response accommodations.

Provide Decision Makers with Guidance for Assigning Accommodations

The Descriptive Study investigated the criteria or guidance provided in policies to local decision makers assigning accommodations to ELLs. Data indicate that 18 states provide no guidance for assigning accommodations. Fourteen state policies include general suggestions for assigning accommodations, however do not specifically address in what ways a decision maker should consider specific student background characteristics. For example, one state's policy directs decision makers to consider "the student's level of English proficiency, the level of previous schooling in the home language, and the amount of schooling the student has received in the United States," but provides no explicit instructions for doing so. Seventeen state policies include guidance for assigning one or two specific accommodations to ELLs according to specific student background characteristics; this guidance generally referred to limiting specific accommodations such as translated or dual language tests or sight translations. Only two policies explicitly map accommodations to English language proficiency levels or other student background characteristics to support decision makers in selecting accommodations.

Some traditional criteria for assigning accommodations were questioned by the expert panel in the Best Practices Study. For example, many states use the disabilities strategy of requiring testing accommodations to be based on instructional accommodations received by the student. However, this strategy breaks down for ELLs because most states have no mechanism similar to an Individualized Education Plan (IEP) through which to document use of accommodations during classroom instruction. Use of this criterion may in effect unnecessarily prevent some students who can benefit from them from receiving accommodations.

Four state policies included tools such as scenarios or decision trees to guide decision makers in applying criteria for selecting accommodations for individual students. Two state policies provided scenarios that illustrate appropriate accommodations for a variety of student profiles.

These approaches represent promising practices for assuring that decision makers have sufficient guidance to base accommodations decisions for individual students. One state policy included a decision tree that directs decision makers through a series of questions regarding student ELP level, oral proficiency in the native language, and prior native language instruction. Another state policy includes a decision tree based on the assumption that accommodations will be assigned and used in the classroom prior to being used in testing. A decision tree based on instructional accommodations is appropriate for students with disabilities, but not for ELLs. Nonetheless, the use of decision trees and scenarios was highly recommended by the expert panel.

Plan How to Monitor the Implementation of Accommodations

Data collected for the Descriptive Study indicated that 34 state policies included a requirement to monitor the implementation of accommodations to help ensure the quality of test administration. Monitoring of test accommodations is strongly recommended by the *Standards for Educational and Psychological Testing* (AERA et al., 1999, Chapter 5).

State policies vary in terms of the types of requirements and level of detail for monitoring accommodations. Some policies require data to be collected and maintained at the local level while others require accommodations offered to ELLs tracked and reported to the state. Approximately one-third of states require districts to track specific accommodations administered. A handful of states track only if accommodations were offered. One state collects data on the highest frequency language groups among the ELL student population to support decisions about the need for translation. However, it is unclear from most state policies in what ways or to what extent these data are used by the state to make improvements to policy and/or practice. The expert panel recommended that states monitor the accommodation of ELLs.

Summary

In sum, accommodations for ELLs included in state assessment policies have been influenced by ESEA and the history of providing accommodations as a strategy to support students with disabilities. The research suggests a need for state assessment policies to include accommodations that are responsive to the needs of ELLs and that are distinguished from accommodations designed for students with disabilities.

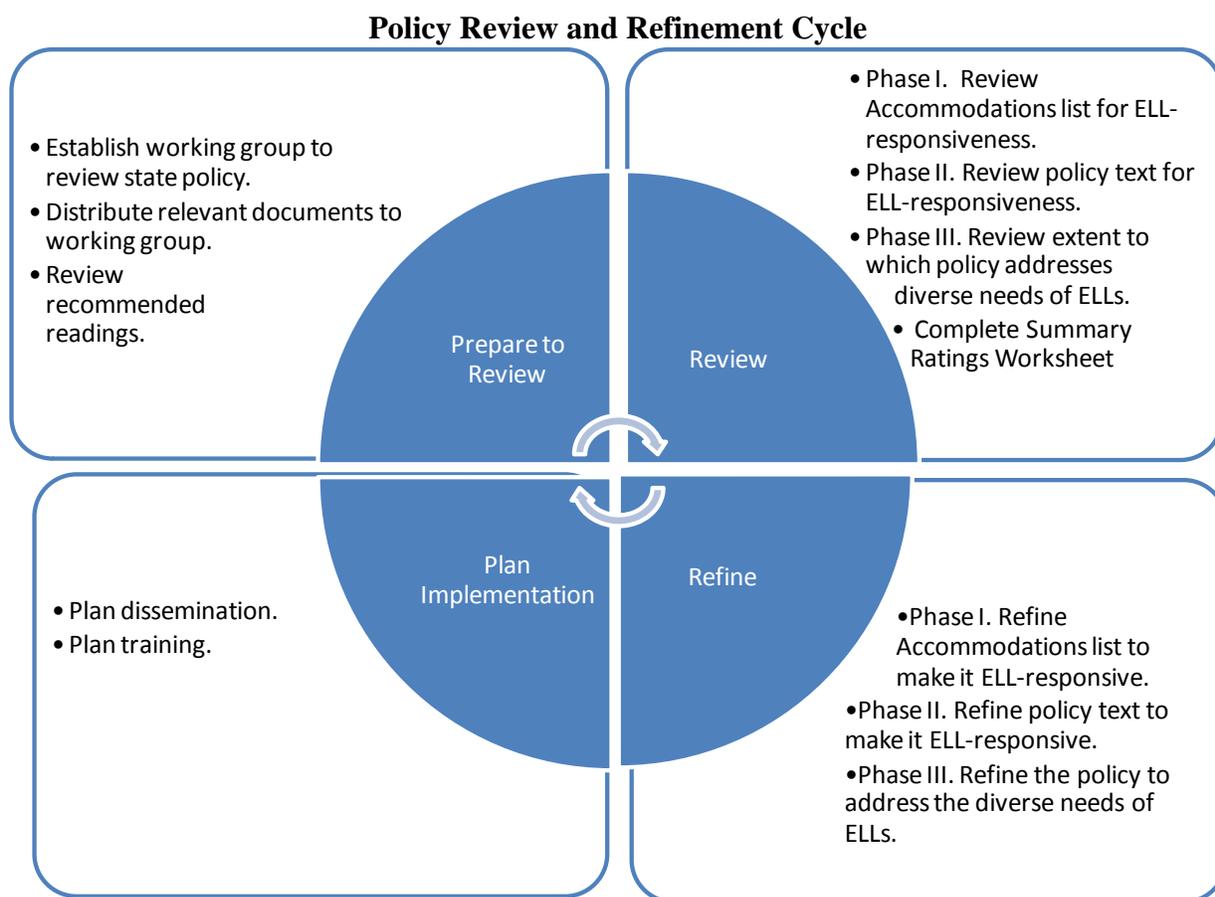
Considering the limited research base, there is significant need for more research on accommodations for ELLs to support definitive conclusions regarding the effectiveness of specific accommodations. While the meta-analytic studies provide insight into the effects of a limited number of accommodation types studied to date, more ELL-responsive accommodations need to be investigated systematically and replication studies conducted.

The dearth of research calls attention to the need for policy makers to consider accommodations that have been studied when designing assessment/accommodation policies. The literature also highlights the need for criteria to guide the assignment of accommodations based on specific ELL student backgrounds. It also suggests a need for states to develop guidance to monitor the implementation of the assessment process for ELLs.

How to Use this Guide

This Guide presents a process SEAs can use to refine state assessment policies to make them more responsive to the needs of ELLs taking state content assessments. The iterative cycle is appropriate for an annual policy update process. The Guide contains a set of rubrics and supporting documents for use when reviewing state policy, detailed steps for refining the policy, worksheets for planning dissemination, training, and implementation, and issues to consider in the design of a monitoring system.

To prepare for review of the policy, begin by establishing a working group, compiling and distributing relevant documents, and reviewing the recommended readings. The working group will then use the rubrics in the review section to rate the level of current practice in the policy and prioritize areas for refinement. The Refine section of the Guide will lead the working group step-by-step through the process of refining the areas identified in the review process. A final section guides the working group to plan dissemination, training and implementation of the policy and to design a monitoring system to assure quality of implementation. The monitoring system will allow for the collection of data that can be analyzed to inform the subsequent year's review. This cycle of review, refinement and implementation should be repeated on an annual basis to assure a continuous process of improvement.



Turn to the PREPARE TO REVIEW tab to begin

Notes

Prepare to Review Policy

Follow these steps to prepare for the review of the state assessment policy.

1. Establish a working group to review state policy.
 - Convene 2 – 3 staff members, including an assessment specialist, a Title III specialist and (optionally) a content specialist or teacher.
 - Decide on a meeting schedule. Each year, plan to meet about once each month for two to three months to go through the cycle of review and refinement of the policy.
 - If needed, schedule additional meetings to review dissemination, training and monitoring plans.
 - Plan to review and revise the policy annually.

2. Review relevant documents, including the following.
 - Introduction and Summary of Research section of the guide.
 - The Descriptive Study and the Best Practices Study (available from <http://ceee.gwu.edu/AA/SEAtoolkit.html>)

3. Distribute copies of all relevant policy documents and related resources to working group members. Include current versions of the following.
 - Policy document
 - Policy dissemination plan and supporting resources (if available)
 - Policy training plan and supporting resources (if available)
 - Policy monitoring plan and supporting resources (if available)

Review the Policy

Use this section to review the state assessment policy and identify areas in need of refinement. The section includes three phases, each of which is supported by a rubric to assess the current level of practice. Once the three rubrics are completed, enter the ratings into the Summary Ratings Worksheet and identify indicators in need of refinement. Proceed to the Refine section for step-by-step guidance to refine the policy.

All three review phases should be completed on an annual basis.

Phase I. Review accommodations list for ELL-responsiveness.

Phase II. Review policy text for ELL-responsiveness.

Phase III. Review the extent to which the policy addresses the diverse needs of ELLs.

Complete Summary Ratings Worksheet

Phase I. Review accommodations list for ELL-responsiveness.

1. Complete the following rubric to assess the extent to which the current list of accommodations is ELL-responsive. For each indicator in the rubric, assess the current level of practice by checking the appropriate box(es). (See the exhibits following the rubric for examples.)
2. Record the rating (1 for low, 2 for moderate, or 3 for high) in the column to the far right.

Phase I. Review Accommodations List	Current Level Of Practice			
Indicator	Low 1	Moderate 2	High 3	Rating (1...2...3)
<p>1.1. All accommodations offered to ELLs are ELL-responsive (i.e., are likely to reduce construct-irrelevant variance due to language).</p> <p>See Exhibit A (p. 21)</p>	<input type="checkbox"/> Few of the accommodations offered to ELLs are ELL-responsive.	<input type="checkbox"/> At least half of the accommodations offered to ELLs are ELL-responsive.	<input type="checkbox"/> All accommodations offered to ELLs are ELL-responsive.	
<p>1.2. The policy distinguishes between accommodations and test administration practices.</p> <p>See Exhibit B (p. 22)</p>	<input type="checkbox"/> The policy does not distinguish between accommodations for ELLs and test administration practices (i.e., timing/ scheduling and setting adjustments). These are combined into the same list.	<input type="checkbox"/> The policy includes one or two test administration practices (i.e., timing/ scheduling and setting adjustments) in the list of accommodations for ELLs.	<input type="checkbox"/> The policy distinguishes between accommodations for ELLs and administration practices used to support administration of an accommodation.	

Phase I. Review Accommodations List	Current Level Of Practice			
Indicator	Low 1	Moderate 2	High 3	Rating (1...2...3)
<p>1.3. The policy includes a summary list of accommodations for quick reference by decision makers.</p> <p>See Exhibit C (p. 23)</p>	<input type="checkbox"/> The policy does not include a summary list of accommodations for ELLs.	<input type="checkbox"/> The policy provides a summary list of accommodations for quick reference. <input type="checkbox"/> Some items in the summary list address more than one accommodation in a single item. <input type="checkbox"/> The language to describe accommodations in the summary list is inconsistent. <input type="checkbox"/> Accommodation descriptors lack an active verb indicating how the test administrator is to implement the accommodation (e.g. “dual language dictionary” and “read-aloud”).	<input type="checkbox"/> The policy includes a summary list of accommodations for quick reference. <input type="checkbox"/> Each accommodation addresses only one strategy. <input type="checkbox"/> The language to describe each accommodation is consistent and contains an active verb indicating how the test proctor is to implement the accommodation (e.g., “provide commercial word-to-word dual language dictionary,” “read aloud test items”).	
<p>1.4. The policy includes separate lists of accommodations for ELLs and students with disabilities.</p>	<input type="checkbox"/> The policy includes a combined list of accommodations for ELLs and students with disabilities. <input type="checkbox"/> The combined list does not specify which accommodations are intended for each group.	<input type="checkbox"/> Although accommodations for ELLs and students with disabilities are combined into a single list in the policy, accommodations intended for each group are indicated with asterisks or headings.	<input type="checkbox"/> The policy includes a list of accommodations for ELLs that is separate from the list of accommodations for students with disabilities.	

Phase I. Review Accommodations List	Current Level Of Practice			
Indicator	Low 1	Moderate 2	High 3	Rating (1...2...3)
<p>1.5. The summary list of accommodations is organized according to an ELL-responsive taxonomy (i.e., direct linguistic support accommodations in English and in the native language, and indirect linguistic support accommodations).</p> <p>See Exhibit D (p. 24)</p>	<input type="checkbox"/> The summary list of accommodations is categorized using a taxonomy intended for students with disabilities (e.g., timing/scheduling, setting, presentation and response).	<input type="checkbox"/> The summary list of accommodations is not categorized or uses a taxonomy unrelated to ELLs' linguistic needs.	<input type="checkbox"/> The list of accommodations is categorized according to an ELL-responsive taxonomy.	
<p>1.6. The policy includes a section or a table with a detailed description of each accommodation offered.</p> <p>See Exhibit E (p. 25)</p>	<input type="checkbox"/> The policy text does not provide a detailed description of accommodations. <input type="checkbox"/> The policy text does not specify limitations or restrictions for using accommodations. <input type="checkbox"/> The policy text does not indicate if additional materials are needed to support administration of an accommodation.	<input type="checkbox"/> The policy text includes a definition of only some accommodations. <input type="checkbox"/> Definitions of accommodations are not sufficiently specific to guide reliable implementation. <input type="checkbox"/> The policy text refers to some limitations or restrictions, but the level of specificity makes it difficult for decision makers to know what to do or not do. <input type="checkbox"/> The policy text does not always make it clear if there is a need for additional materials or, if materials are needed, who is to provide them.	<input type="checkbox"/> The policy text includes a section or a table that defines each accommodation and specifies directions for administering them. <input type="checkbox"/> The policy text specifies any limitations associated with specific accommodations. <input type="checkbox"/> The policy text makes it clear if additional materials are needed to administer an accommodation, and specifies who is to provide them (e.g., whether it is necessary to order dictionary or script from SEA).	

Phase I. Review Accommodations List	Current Level Of Practice			
Indicator	Low 1	Moderate 2	High 3	Rating (1...2...3)
<p>1.7. The policy restricts the use of nonstandardized accommodations that might provide undue assistance or contribute to measurement error due to variations in implementation.</p> <p>See Exhibit E (p. 25)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The policy text includes many unscripted accommodations. <input type="checkbox"/> The policy text provides no guidance about who is qualified to administer accommodations such as sight translation. <input type="checkbox"/> If commercial dictionaries are allowed, there are no restrictions on those that might give away the answer on a test item. 	<ul style="list-style-type: none"> <input type="checkbox"/> While some accommodations are scripted, other accommodations require additional standardization. <input type="checkbox"/> The policy text provides minimal guidance about who is qualified to administer accommodations such as sight translation. <input type="checkbox"/> The policy allows commercial dictionaries with full definitions that might give away the answer on a test item. 	<ul style="list-style-type: none"> <input type="checkbox"/> Accommodations that require it are scripted to assure reliability of implementation. <input type="checkbox"/> The policy text provides guidance for selecting qualified personnel for accommodations such as sight translation. <input type="checkbox"/> The policy restricts the use of commercial dictionaries to those that have been vetted for use with the assessment. 	
<p>1.8. Accommodations allowed or prohibited for specific content assessments are specified (e.g., Mathematics, Science and Reading/Language Arts).</p> <p>See Exhibit E (p. 25)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Accommodations are not specified by content area. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some accommodations are specified by content area. 	<ul style="list-style-type: none"> <input type="checkbox"/> All accommodations are specified by content area. 	

Exhibit A. Recommended ELL-Responsive Accommodations

(Indicator 1.1) All accommodations offered in the policy are ELL-responsive.

The accommodations below were analyzed by the expert panel in the Best Practices Study and identified as meeting the operational definition of an ELL-responsive accommodation (i.e., are likely to reduce construct-irrelevant variance due to language).

Direct linguistic support accommodations		
	ENGLISH	NATIVE LANGUAGE
WRITTEN	1. <i>Plain English</i>	6. <i>Written translation</i>
	1.1. Provide plain English version of test +	6.1. Provide translated test +
	2. <i>English language reference materials</i>	6.2. Provide side-by-side dual language test +
	2.1. Provide commercial English dictionary+	6.3. Provide written test directions in native language
	2.2. Provide customized English glossary +	7. <i>Dual Language reference materials</i>
	2.3. Provide picture dictionary	7.1. Provide customized dual language glossary +
		7.2. Provide commercial word-to-word dual language dictionary +
		7.3. Allow pocket word-to-word dual language translator
		8. <i>Written response</i>
		8.1. Allow student to respond in writing in native language
ORAL	3. <i>Scripted oral English</i>	9. <i>Scripted oral translation</i>
	3.1. Play audio tape/CD of test items	9.1. Read aloud oral script of test items in native language
	3.2. Play audio tape/CD of test directions	9.2. Read aloud oral script of test directions in native language
	3.3. Read aloud test items from plain English script	9.3. Read aloud requested test items on translated test*
	3.4. Read test items aloud	9.4. Play audio tape/CD of test in native language*
	3.5. Read test directions aloud	9.5. Play audio tape/CD of test directions in native language*
	3.6. Repeat test items	10. <i>Sight translation</i>
	3.7. Repeat test directions	10.1. Translate test directions orally into native language
	4. <i>Clarification</i>	10.3. Clarify/explain test directions in native language *
	4.1. Clarify/explain test directions in English	10.5. Highlight words from test directions in native language *
	4.4. Simplify test directions	11. <i>Oral response</i>
	5. <i>Oral Response</i>	11.1. Allow student to respond orally in native language; scribe response in native language
	5.1. Allow student to respond orally in English; scribe response	11.2. Allow student to respond orally in native language; translate response to English
	5.2. Allow student to respond orally in English; use tape recorder to record test responses	
	Indirect linguistic support accommodations	
12.1. Allow extended time+*		

+ Accommodation studied in at least one empirical research study

* Accommodation allowed for assessments in the native language

Exhibit B. Test Administration Practices

(Indicator 1.2) The policy distinguishes between accommodations and test administration practices.

Some items traditionally offered in the list of accommodations allowed for ELLs are considered *test administration practices*. That is, they are not considered accommodations for ELLs, but may be helpful for facilitating the administration of accommodated tests. These items should be reclassified as such in the policy. With the exception of *extended time**, most items traditionally listed under Timing/Scheduling or Setting categories are not considered accommodations for ELLs.

Test administration practices appropriate for ELLs include:

- Administer test in a location with minimal distraction
- Administer test in small group
- Administer test individually
- Face student during test administration
- Provide extended time*

* Extended time is considered both a stand-alone accommodation and a test administration practice for ELLs.

Exhibit C. Excerpt of a Summary List of Accommodations from a State Policy

(Indicator 1.3) The policy includes a summary list of accommodations for quick reference by decision makers.

This excerpt illustrates one way of presenting a summary list of accommodations meeting the High 3 level of practice for Indicator 1.3. This state chose to assign a code to each accommodation for data collection purposes. The format also allows easy reference to materials that need to be ordered from the SEA prior to the assessment.

Summary List of Accommodations available to ELLs		Code for Answer Book	Order from SEA Prior to Assessment
<i>Direct Linguistic Support in English (DSE)</i>	Provide audio recording of test.	DSE-1	•
	Read aloud directions from plain English script.	DSE-2	•
<i>Direct Linguistic Support in Native Language (DSNL)</i>	Provide dual-language dictionary.	DSNL-1	•
	Allow student to write response in native language; translate response to English.	DSNL-3	
<i>Indirect Linguistic Support (IS)</i>	Extended time.	IS-1	

Exhibit D. ELL-Responsive Accommodation Taxonomy

(Indicator 1.5) The summary list of accommodations is organized according to an ELL-responsive taxonomy.

The ELL-responsive taxonomy developed by Rivera et al. (2006) classifies accommodations according to whether they provide direct or indirect linguistic support. Both forms of accommodation address ELLs' linguistic needs by providing supports to help students access the academic construct being measured by the assessment. Accommodations providing direct linguistic support involve adjustments to the language of the test. Such accommodations can be provided in the student's native language or in English. Indirect linguistic support accommodations involve adjustments to the conditions under which ELLs take the test. To meet the requirements of Indicator 1.5, a state policy should contain the major categories of direct and indirect linguistic support accommodations in English and the native language as applicable. Optionally, states may wish to adopt some of the 12 categories of accommodation types derived from the Best Practices Study (e.g., plain English, written translation).

Direct Linguistic Support Accommodations

English

1. Plain English
2. English language reference materials
3. Scripted oral English
4. Clarification
5. Oral response

Native Language

6. Written translation
7. Dual language reference materials
8. Written response
9. Scripted oral translation
10. Sight translation
11. Oral response

Indirect Linguistic Support Accommodations

12. Allow extended time
-

Exhibit E. Example of a Table with a Detailed Description of Each Accommodation Offered

- (Indicator 1.6) The policy includes a section or a table with a detailed description of each accommodation offered.
- (Indicator 1.7) The policy restricts the use of nonstandardized accommodations that might provide undue assistance or contribute to measurement error due to variations in implementation.
- (Indicator 1.8) Accommodations allowed or prohibited for specific content assessments are specified (e.g., Mathematics, Science and Reading/Language Arts).

The example below, excerpted from a state policy, illustrates a way of organizing a table to present the detailed descriptions of each accommodation (Indicator 1.6). Limitations for use of particular accommodations (Indicator 1.7) are noted where applicable. The table provides columns for specifying the content assessments for which each accommodation is allowed (Indicator 1.8).

States may wish to use either a table or a policy section to meet the Level 3 standard for these indicators.

Explanation of Accommodations	Allowed for		
	Mathematics	Science	Reading/ Language Arts
Provide audio recording of test. May be done in individual or group testing settings in a location with minimal distraction. The student may replay the tape as the test is taken. For group settings, provide students with earphones. Provide extended time to allow for playing the recording.	●	●	
Read aloud directions from plain English script. Obtain a plain English script from SEA. Script should be read aloud by a speaker with standard pronunciation and intonation patterns. May be done in individual or group testing settings in a location with minimal distraction. Provide a copy of the written script to students to refer to during the oral presentation. Provide extended time to allow for the oral reading.	●	●	●
Provide dual-language dictionary. A dual language word-to-word dictionary contains terms in English and in the first language of the test taker. In a word-to-word dictionary, no definitions are provided—only direct translations of words. Provide extended time to allow for handling the extra materials. <i>†Limitations:</i> <ol style="list-style-type: none"> Only students who have used a dictionary during everyday classroom instruction are eligible for this accommodation. Must be selected from the list of vetted dictionaries for the corresponding grade level (available on www.statewebsite.gov/assessment). 	†	†	
Allow student to write response in native language; translate response to English. Translators must have native language proficiency in the target language and be trained to conduct translations for state assessments. <i>†Limitations:</i> May not be used for extended writing section of the Reading/Language Arts assessment.	●	●	†

Phase II. Review policy text for ELL-responsiveness.

1. Complete the following rubric to assess the extent to which the current policy text for accommodating ELLs is ELL-responsive. For each indicator in the rubric, assess the current level of practice by checking the appropriate box(es). (See the exhibits following the rubric for examples.)
2. Next, record the rating (1 for low, 2 for moderate, or 3 for high) in the column to the far right.

Phase II. Review Accommodations List	Current Level Of Practice			
Indicator	Low 1	Moderate 2	High 3	Rating (1...2...3)
<p>2.1. The policy defines an accommodation for an ELL.</p> <p>See Exhibit F (p.28)</p>	<input type="checkbox"/> The policy does not include a definition that is specific to ELLs.	<input type="checkbox"/> The policy defines an accommodation for an ELL but the definition does not address the unique linguistic and socio-cultural needs of ELLs.	<input type="checkbox"/> The policy defines an accommodation for an ELL. <input type="checkbox"/> The definition of an accommodation for an ELL is distinct from the definition of an accommodation for a student with a disability. <input type="checkbox"/> The definition addresses the unique linguistic and socio-cultural needs of ELLs.	
<p>2.2. The policy text clearly distinguishes the discussion of accommodations for ELLs from the discussion of accommodations for students with disabilities.</p> <p>See Exhibit G (p. 29)</p>	<input type="checkbox"/> The policy text addressing accommodations for ELLs and students with disabilities is combined in the same paragraph and/or section. <input type="checkbox"/> The policy text is borrowed from policy designed for students with disabilities.	<input type="checkbox"/> The policy text addressing accommodations for ELLs and students with disabilities is in the same section of the policy but in separate paragraphs. <input type="checkbox"/> The policy text does not address the unique linguistic and socio-cultural needs of ELLs.	<input type="checkbox"/> The section addressing accommodations for ELLs is clearly identified as such and is separate from the section addressing accommodations for students with disabilities. <input type="checkbox"/> The policy text addresses the unique linguistic and socio-cultural needs of ELLs.	

Exhibit F. Examples of Low, Moderate and High-Level Definitions of an Accommodation for an ELL

(Indicator 2.1) The policy defines an accommodation for an ELL.

The three examples below illustrate low, moderate, and high-level definitions of an accommodation for an ELL. The definition in Example 1 does not meet the standard for Indicator 2.1 because it does not distinguish between an accommodation for an ELL and an accommodation for a student with disabilities. Example 2 attempts to define an accommodation specifically for ELLs, but the definition is overly general and does not address ELLs' linguistic and sociocultural needs. Example 3 meets the high 3 level of practice for Indicator 2.1.

Low 1	Moderate 2	High 3
<p>Example 1.</p> <p>An accommodation is any variation in the assessment environment or process. Accommodations include variations in scheduling, setting, presentation, and response format(s). Those students with an IEP, 504 plan, or who are LEP may qualify for specific accommodations.</p>	<p>Example 2.</p> <p>Accommodations are provisions made for ELLs that are in need of a minor change in testing practices or procedures in order to demonstrate their learning.</p>	<p>Example 3.</p> <p>Accommodations for ELLs involve changes to testing procedures, testing materials, or the testing situation in order to allow students meaningful participation in an assessment. Effective accommodations for ELLs address the unique linguistic and socio-cultural needs of the students without altering the test construct. Accommodated scores should be sufficiently equivalent in scale that they can be pooled with unaccommodated scores.</p>

Exhibit G. Examples of Policy Text Addressing the Accommodation of ELLs

(Indicator 2.2) The policy text clearly distinguishes the discussion of accommodations for ELLs from the discussion of accommodations for students with disabilities.

The three examples illustrate low, moderate, and high levels of practice for policy text discussing the accommodation of ELLs. Example 1 is considered a low level of practice because it combines the discussion of accommodations for ELLs with other special needs students in the same section of the policy. Both Examples 1 and 2 contain text referring to IEPs and 504 plans, which are not relevant to accommodating most ELLs. Example 2 separates the discussion of accommodations for ELLs into a separate paragraph in the same section, but refers the reader to the student's IEP plan. Busy decision makers attempting to interpret such policies might assume students without an IEP or a 504 plan are not eligible for accommodations.

Example 3, in contrast, illustrates use of a separate policy section devoted to ELLs. This allows the policy to clearly distinguish between the discussion of accommodations for ELLs and those intended for other groups of students.

Note: Although policy for accommodating ELLs with disabilities is outside the scope of this guide, states may also want to consider including a separate section of the policy for this group of students.

Low 1	Moderate 2	High 3
<p>Example 1.</p> <p>STUDENTS WITH SPECIAL NEEDS</p> <p>Accommodations for students with disabilities under the IDEA must be determined in the annual IEP team meeting. These accommodations must be consistent with the instructional accommodations required for the student. Accommodations for Section 504 students must be written in their IEP plan, and accommodations for ELL students must be documented in their LIEP Plan...</p>	<p>Example 2.</p> <p>STUDENTS WITH IEP PLANS, 504 PLANS AND LEP STUDENTS</p> <p>An accommodation may be provided for students with IEP and 504 plans if it is documented in the respective plan.</p> <p>An accommodation may be provided for an LEP student if it is</p> <ul style="list-style-type: none"> • based on a student's identified learning needs; • currently provided during classroom instruction; • agreed on by the ESOL or classroom teachers who provide services for the student; or • stated in the student's Individualized Education Program (IEP) or if an LEP student is also receiving IDEA- eligible or Section 504 service.... 	<p>Example 3.</p> <p>ACCOMMODATIONS FOR ELLS</p> <p>ELL teachers are encouraged to consider these general guidelines when making decisions about accommodations for an individual ELL:</p> <ul style="list-style-type: none"> • Accommodations are provided so that students at different levels of English language proficiency have a fair opportunity to show what they know and can do...

Phase III. Review the extent to which the policy addresses the diverse needs of ELLs.

1. Complete the following rubric to assess the extent to which the policy addresses the diverse needs of ELLs. For each indicator in the rubric, assess the current level of practice by checking the appropriate box(es). (See the exhibits following the rubric for examples.)
2. Next, record the rating (1 for low, 2 for moderate, or 3 for high) in the column to the far right.

Phase III. Review Policy for Diverse ELLs	Current Level Of Practice			Rating (1...2...3)
	Low 1	Moderate 2	High 3	
3.1 The policy offers accommodations for ELLs at each ELP level as defined by the state's ELP test. See Exhibit H (p. 33)	<input type="checkbox"/> The policy does not specify accommodations based on students' ELP levels.	<input type="checkbox"/> The policy maps accommodations to ELP levels. <input type="checkbox"/> No accommodations or only a limited number are available for some ELP levels.	<input type="checkbox"/> The policy maps accommodations to ELP levels. <input type="checkbox"/> Accommodations are available for ELLs at each ELP level.	
3.2 The policy offers accommodations for ELLs with different levels of literacy in English and the native language. See Exhibit I (p. 34)	<input type="checkbox"/> The policy does not match accommodations to students' literacy levels in English or the native language.	<input type="checkbox"/> Accommodations are not well distributed across the oral and written language domains in English and the native language.	<input type="checkbox"/> Accommodations are available for a range of literacy levels in both English and in the most frequently spoken native languages for ELLs.	

Phase III. Review Policy for Diverse ELLs	Current Level Of Practice			
Indicator	Low 1	Moderate 2	High 3	Rating (1...2...3)
<p>3.3 The policy includes guidance for assigning accommodations to ELLs with different ELP and literacy levels in English and the native language and (as applicable) language of instruction.</p> <p>See Exhibits J – L (pp. 35-38)</p>	<input type="checkbox"/> The policy includes no guidance for assigning accommodations to ELLs with different ELP levels, literacy levels or recent language(s) of instruction.	<input type="checkbox"/> The policy includes criteria for matching accommodations to ELP levels, literacy levels or recent language(s) of instruction. <input type="checkbox"/> The policy lacks guidance about how to use the criteria for matching accommodations to ELP levels, literacy levels or recent language(s) of instruction. <input type="checkbox"/> The policy lacks guidance about how test administrators are to apply the criteria.	<input type="checkbox"/> The policy specifies criteria for matching accommodations to ELP levels, literacy levels and (as applicable) recent language(s) of instruction. <input type="checkbox"/> The policy provides guidance to help decision makers assign accommodations to individual students in the form of maps, decision trees and/or student profiles.	

Exhibit H. Recommendations for Mapping Accommodations to ELP Levels

(Indicator 3.1) The policy offers accommodations for ELLs at each ELP level as defined by the state's ELP test.

Use this chart as a guide to assess the extent to which accommodations in the policy are available for each ELP level.

Accommodation	ELP Levels		
	Beginning	Intermediate	Advanced
Direct Linguistic Support Accommodations in English			
1. <i>Plain English</i>			
1.1. Provide plain English test	○	●	●
2. <i>English reference materials</i>			
2.1. Provide customized English glossary		●	●
3. <i>Scripted oral English</i>			
3.1. Play audio tape/CD of test items		○	
3.2. Play audio tape/CD of test directions		○	
3.3. Read aloud test items	○	○	
3.4. Read aloud test items from plain English script	●	●	
3.5. Read aloud test directions		●	
3.6. Repeat test items	○		
3.7. Repeat test directions	○		
4. <i>Clarification in English</i>			
4.1. Clarify/explain test directions		○	
4.2. Simplify test directions	○	●	
5. <i>Oral Response</i>			
5.1. Allow student to respond orally in English; scribe response		○	
5.2. Use tape recorder to record test responses		○	
Direct Linguistic Support Accommodations in the Native Language			
1. <i>Written translation</i>			
1.1. Provide translated test	●	○	
1.2. Provide side-by-side dual language test	●	●	
1.3. Provide written test directions in native language	●		
2. <i>Written response</i>			
2.1. Allow student to respond in writing in native language	○	○	
3. <i>Dual language reference materials</i>			
3.1. Provide customized dual language glossary	○	●	●
3.2. Provide customized pop-up electronic glossary	○	○	○
3.3. Provide commercial word-to-word dual language dictionary		○	○
4. <i>Scripted oral translation</i>			
4.1. Play audio tape/CD of test items in native language	○	○	
4.2. Play audio tape/CD of test directions in native language	○	○	
4.3. Read aloud oral script of test items in native language	○	○	
4.4. Read aloud oral script of test directions in native language	●	○	
5. <i>Sight translation</i>			
5.1. Clarify/explain test directions in native language	●	○	
5.2. Translate test directions orally into native language	●	○	
6. <i>Response in native language</i>			
6.1. Allow student to respond orally in native language; scribe response in native language	●	○	
6.2. Allow student to respond orally in native language; translate response to English	○	○	
Indirect Linguistic Support Accommodations			
<i>Allow extended time</i>	●	●	●
●	Recommended for ELLs at this English language proficiency level.		
○	Optional for ELLs at this English language proficiency level based on individual student need.		

Exhibit I. Worksheet for Matching Accommodations to Literacy Levels in English and the Native Language

(Indicator 3.2) The policy offers accommodations for ELLs with different levels of literacy in English and the native language.

Use this worksheet to assess the accommodations available in the policy in relation to written and oral domains in English and the native language. To meet the standard for Indicator 3.2, ensure that at least one accommodation is offered in each of the four quadrants (plus *extended time*). (See Exhibit A for a detailed list of accommodations that match each quadrant.)

Direct linguistic support accommodations		
English	Native language	
<i>Written</i>	<p>1. <i>Plain English</i></p> <p style="text-align: center; font-size: 2em; opacity: 0.5;">I</p> <p>2. <i>English language reference materials</i></p>	<p>6. <i>Written translation</i></p> <p>7. <i>Dual language reference materials</i></p> <p style="text-align: center; font-size: 2em; opacity: 0.5;">II</p> <p>8. <i>Written response</i></p>
	<p>3. <i>Scripted oral English</i></p> <p>4. <i>Clarification</i></p> <p style="text-align: center; font-size: 2em; opacity: 0.5;">III</p> <p>5. <i>Oral response</i></p>	<p>9. <i>Scripted oral translation</i></p> <p>10. <i>Sight translation</i></p> <p style="text-align: center; font-size: 2em; opacity: 0.5;">IV</p> <p>11. <i>Oral response</i></p>
	Indirect linguistic support accommodations	
	12.1. <i>Allow extended time</i>	

Exhibit J. Example of a Decision Tree (Ohio)

(Indicator 3.3) The policy includes guidance for assigning accommodations to ELLs with different ELP and literacy levels in English and the native language and (as applicable) language of instruction.

The decision tree in this example was developed for use with the Ohio Achievement Tests. It guides decision makers to consider the student's literacy level, native language, prior instruction in the native language, and prior experience using a dictionary.

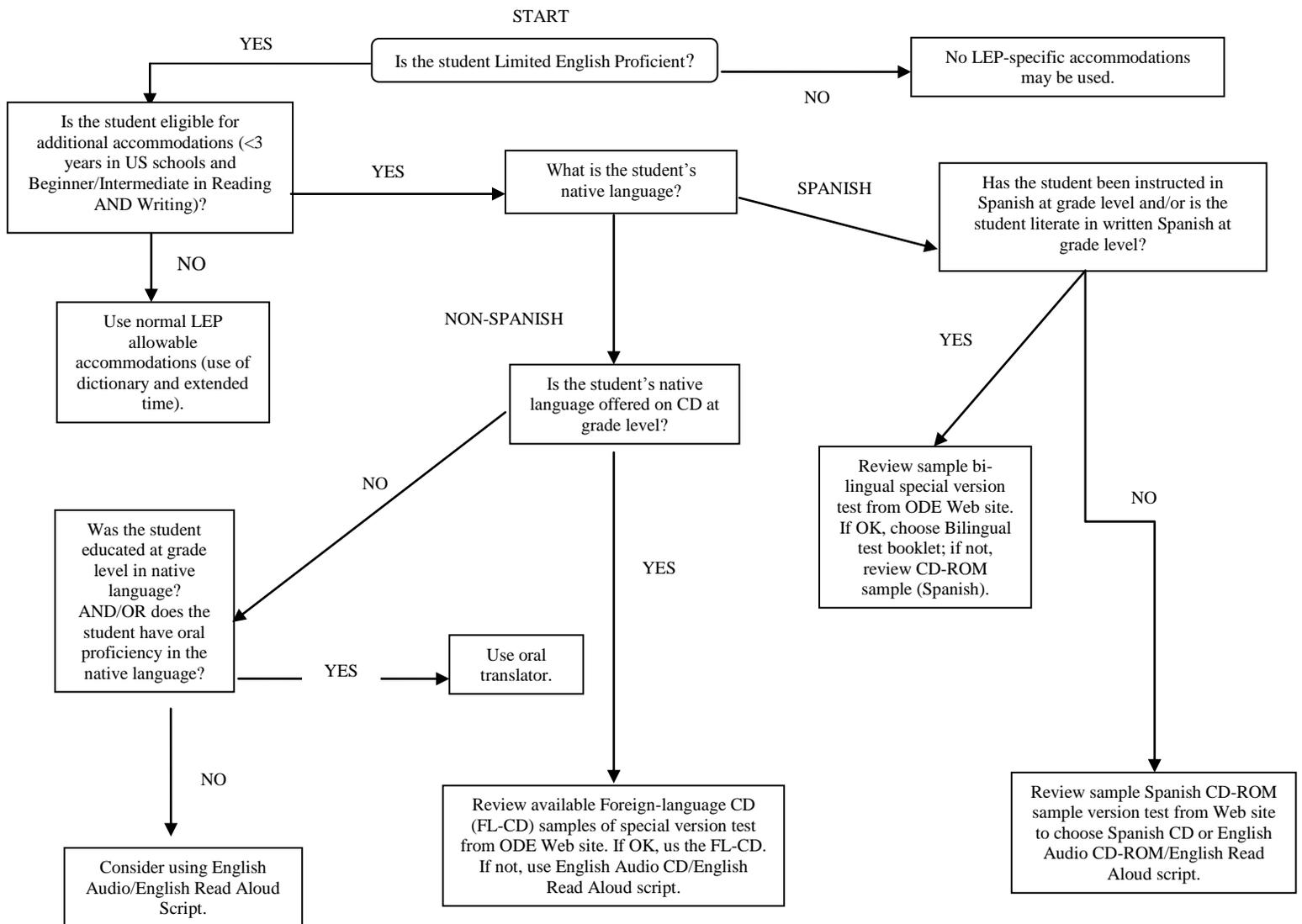


Exhibit K. Example of Student Scenarios for Illustrating the Assignment of Accommodations (Colorado)

(Indicator 3.3) The policy includes guidance for assigning accommodations to ELLs with different ELP and literacy levels in English and the native language and (as applicable) language of instruction.

This excerpt from the state policy for the Colorado Standard and Assessment Program (CSAP) provides two examples of scenarios used to assign oral translation and/or translated scribing. Each example contains sample student background criteria and the accommodation match.

Making a decision to administer CSAP using oral translation and/or translated scribing

Example A	Example B
<p>Maria has been in the United States for two years. Her native language is Spanish. Her math instruction has been in English while her responses often have been in Spanish. The math quizzes and tests have been in English.</p>	<p>Lin has been in the United States for two years. Her native language is Vietnamese. As part of her regular weekly instruction she receives tutoring in math in a pullout program with a Vietnamese speaking tutor. Her weekly math assessments are translated orally by her tutor (constructed response items).</p>
<p>CSAP Administration: Maria would take the Math CSAP in English. Maria may benefit from the use of an identified accommodation such as a word-to-word dictionary. Maria may also benefit from the use of Translated Scribing for the constructed response portions of the test in which she needs to respond in her native language.</p> <p><i>Note. The Translator/Scribe MUST receive training in responsible practices of administration of a standardized assessment.</i></p>	<p>CSAP Administration: Lin would take the Math CSAP in English with an oral presentation of the test using translated CSAP Oral Scripts provided by CDE in Vietnamese. Lin may also benefit from the use of Translated Scribing for the parts of the test where she needs to respond in her native language.</p> <p><i>Note. The Oral Translator/Scribe MUST receive training in responsible practices of administration of a standardized assessment.</i></p>

Colorado Department of Education, 1999, p. 57

Exhibit L. Example of Student Scenarios for Illustrating the Assignment of Accommodations (Texas)

(Indicator 3.3) The policy includes guidance for assigning accommodations to ELLs with different ELP and literacy levels in English and the native language and (as applicable) language of instruction.

The following scenario is excerpted from the Texas state assessment for Grades 3–8 and 10 Reading/English Language Arts (ELA).

Student Scenarios

An English language learner typically receives more than one type of linguistic accommodation during quality reading and language arts instruction. This student scenario illustrates ways to provide multiple accommodations during [test] administrations in a manner consistent with typical classroom practice. The scenarios will help you understand how to appropriately conduct the [test] administration of your [test] examinee(s). The scenarios cover different grades, accommodations, and tests. Be sure to review all scenarios because some information will be applicable to all [test] administrations.

Student 1. Minh

Minh is an examinee in grade 3. She will take [the state test] in English. Minh’s test administrator, Mr. Taylor, is her language arts and ESL teacher. Mr. Taylor doesn’t speak Minh’s native language. Here are the linguistic accommodations Minh will receive.

- Reading aloud word or phrase
- Reading aloud entire test item
- Clarification of word or phrase

Example from a Reading Selection on LuLu the Potbellied Pig

8 Mr. and Mrs. Altsman had a potbellied pig named LuLu. The pig lived indoors like a pet dog or a cat. They all lived happily in their home in Pennsylvania.

9 One summer Mr. and Mrs. Altsman went camping and took LuLu with them. Mr. Altsman went fishing one morning. Mrs. Altsman didn’t feel well, so she and LuLu stayed in the camper.

10 Suddenly Mrs. Altsman fell to the floor. She needed a doctor. LuLu pushed the camper door open and climbed out to locate* help. She went up to the road. Car after car passed by. LuLu returned to the camper several times to check on Mrs. Altsman. Finally LuLu walked to the middle of the road. When a car came by, she lay down in front of it. When the driver got out, LuLu led him back to the camper.

*Through grade 8, tested vocabulary words are underlined.

If Minh asks for reading (decoding) assistance with “potbellied,” Mr. Taylor will read the word aloud. If Minh doesn’t know what the word means, Mr. Taylor will provide clarification assistance by explaining, for example, that a “potbellied pig” is a kind of pet pig. Mr. Taylor might also give a simple explanation of what “potbellied” means, pointing to the picture of the pig or using a gesture as needed. Because Mr. Taylor works with Minh day by day, he knows the kind of English she can and cannot understand and tailors the language he uses accordingly.

If Minh asks for help with the meaning of “camper,” a multiple-meaning word, Mr. Taylor should explain the meaning of the word as it is used in the story. Mr. Taylor could draw a picture to help explain the meaning if necessary.

If Minh asks for help with the underlined word “locate,” a tested vocabulary word,* Mr. Taylor is only permitted to read the word aloud. He is not permitted to provide any assistance with the meaning of the word.

Example Test Items

In providing linguistic support with the test items (questions and answer choices), Mr. Taylor is permitted to read aloud and clarify the meaning of words and phrases at Minh’s request. In addition, Minh’s accommodations include reading aloud entire test items if necessary. Minh may need only particular test items to be read in their entirety, or she may request this for all test items.

Reading all test items aloud may pace the administration in a way that makes Minh feel rushed. If she needs to have all test items read aloud, Mr. Taylor should be sure to provide her as much time as needed to process the meaning of the English in the test items, seek clarification as needed, and determine her answers.

In paragraph 10, the word locate means to —

- try to find
- leave alone
- run around
- make noise

If Minh asks for assistance with the word “locate,” Mr. Taylor is not permitted to provide any help with the meaning of the word. He is, however, permitted to read the word aloud (or the entire test item, if applicable). He is also permitted to explain the meaning of words in the answer choices at Minh’s request.

Which of these would be the best title for a newspaper story about LuLu?

- Pig Fakes an Illness
- Pig Saves Owner’s Life
- Pig Stops a Car
- Pig Causes an Accident

At Minh’s request, Mr. Taylor may read aloud or explain the meaning of words in the answer choices (e.g., Fakes, Illness, Owner’s, etc.).

What happened right after LuLu lay down in the road?

- A driver followed LuLu back to the camper.
- LuLu pushed the camper door open.
- Mrs. Altsman needed a doctor.
- The Altsmans lived happily in Pennsylvania.

If Minh requests help with the meaning of “right” or “right after,” Mr. Taylor may clarify, for example, that “What happened right after” means to tell the next thing that happened. In order to explain a word or phrase, keep in mind that it is acceptable to use more words from the test question to clarify the meaning.

(Texas Education Agency, 2007, pp. 8-10)

Summary Ratings Worksheet

1. On the **Summary Ratings Worksheet**, record the ratings of the individual indicators from each phase completed in Phases 1 – 3.
2. For each indicator with a rating of 1 or 2, place a check in the far right column to indicate this is an area needing refinement.
3. Proceed to the Refine section of the workbook for guidance to refine the policy.

Summary Ratings Worksheet		
	Rating 1...2...3	Indicator Needing Refinement ✓
Phase 1. Review Accommodations List		
1.1. All accommodations offered in the policy are ELL-responsive (i.e., are likely to reduce construct-irrelevant variance due to language).		
1.2. The policy distinguishes between accommodations and test administration practices.		
1.3. The policy includes a summary list of accommodations for quick reference by decision makers.		
1.4. The policy includes separate lists of accommodations for ELLs and students with disabilities.		
1.5. The summary list of accommodations is organized according to an ELL-responsive taxonomy (i.e., direct linguistic support in English, direct linguistic support in the native language, and indirect linguistic support).		
1.6. The policy includes a section or a table with a detailed description of each accommodation offered.		
1.7. The policy restricts the use of unstandardized accommodations that might provide undue assistance or contribute to measurement error due to variations in implementation.		
1.8. Accommodations to be used for specific content assessments are specified (e.g., Mathematics, Science and Reading/Language Arts).		
Phase 2. Review policy text		
2.1. The policy defines an accommodation for an ELL.		
2.2. The policy text clearly distinguishes the discussion of accommodations for ELLs from the discussion of accommodations for students with disabilities.		
Phase 3. Review extent to which policy addresses the diverse needs of ELLs		
3.1. The policy offers accommodations for ELLs at each ELP level as defined by the state's ELP test.		
3.2. The policy offers accommodations for ELLs with different levels of literacy in English and the native language.		
3.3. The policy includes guidance for assigning accommodations to ELLs with different ELP and literacy levels in English and the native language and, as appropriate, language of instruction.		

Refine Policy

Three phases comprise the refinement process. Phase I includes a step-by-step guide for refining the list of accommodations to ensure they are likely to increase the validity and reliability of assessment results for ELLs. Phase II guides the refinement of policy text to distinguish the discussion of accommodations for ELLs from the discussion of accommodations for other special needs students. Finally, Phase III provides steps for refining the policy so that it is responsive to the diverse needs of ELLs across English language proficiency and literacy levels.

Complete each phase in order, beginning with Phase I. At the end of each phase, the corresponding section of the summary review is provided as a checklist to verify all indicators are in place. Optimally, states will want to complete all three phases. However, depending on the time available for refinement, some states may opt to prioritize only one or two phases in the first year.

- Phase I. Refine accommodations list to make it ELL-responsive.
- Phase II. Refine policy text to make it ELL-responsive.
- Phase III. Refine the policy to address the diverse needs of ELLs.

Phase I. Refine Accommodations List to Make it ELL-Responsive

Follow the steps in Phase I to refine the list of accommodations to be allowed for ELLs.

- Step 1. Generate list of proposed accommodations to be offered to ELLs in the refined policy.
- Step 2. Categorize accommodations using an ELL-responsive taxonomy.
- Step 3. Identify test administration practices currently offered as accommodations.
- Step 4. Develop summary list of accommodations.
- Step 5. Develop detailed descriptions of each accommodation.
- Step 6. Complete Phase I refinements and integrate into policy.

Exhibit A. Recommended ELL-Responsive Accommodations

(Indicator 1.1) All accommodations offered in the policy are ELL-responsive.

The accommodations below were analyzed by the expert panel in the Best Practices Study and identified as meeting the operational definition of an ELL-responsive accommodation (i.e., are likely to reduce construct-irrelevant variance due to language).

Direct linguistic support accommodations		
	ENGLISH	NATIVE LANGUAGE
WRITTEN	1. <i>Plain English</i>	6. <i>Written translation</i>
	1.1. Provide plain English version of test +	6.1. Provide translated test +
	2. <i>English language reference materials</i>	6.2. Provide side-by-side dual language test +
	2.1. Provide commercial English dictionary+	6.3. Provide written test directions in native language
	2.2. Provide customized English glossary +	7. <i>Dual Language reference materials</i>
	2.3. Provide picture dictionary	7.1. Provide customized dual language glossary +
		7.2. Provide commercial word-to-word dual language dictionary +
		7.3. Allow pocket word-to-word dual language translator
		8. <i>Written response</i>
		8.1. Allow student to respond in writing in native language
ORAL	3. <i>Scripted oral English</i>	9. <i>Scripted oral translation</i>
	3.1. Play audio tape/CD of test items	9.1. Read aloud oral script of test items in native language
	3.2. Play audio tape/CD of test directions	9.2. Read aloud oral script of test directions in native language
	3.3. Read aloud test items from plain English script	9.3. Read aloud requested test items on translated test*
	3.4. Read test items aloud	9.4. Play audio tape/CD of test in native language*
	3.5. Read test directions aloud	9.5. Play audio tape/CD of test directions in native language*
	3.6. Repeat test items	10. <i>Sight translation</i>
	3.7. Repeat test directions	10.1. Translate test directions orally into native language
	4. <i>Clarification</i>	10.3. Clarify/explain test directions in native language *
	4.1. Clarify/explain test directions in English	10.5. Highlight words from test directions in native language *
	4.4. Simplify test directions	11. <i>Oral response</i>
	5. <i>Oral Response</i>	11.1. Allow student to respond orally in native language; scribe response in native language
	5.1. Allow student to respond orally in English; scribe response	11.2. Allow student to respond orally in native language; translate response to English
	5.2. Allow student to respond orally in English; Use tape recorder to record test responses	
	Indirect linguistic support accommodations	
12.1. Allow extended time+*		

+ Accommodation studied in at least one empirical research study

* Accommodation allowed for assessments in the native language

Step 2. Categorize the accommodations.

Refer to the list of proposed accommodations generated in Step 1 or select from the list in Exhibit A. Place each proposed accommodation into the appropriate category in the Step 2 Worksheet below.

Step 2 Worksheet. Categorize the accommodations	
Category Of Accommodation	Proposed Accommodation(s)
<p>Plain English consists of test items and/or test directions for which linguistic complexity has been reduced while maintaining the level of difficulty of the test construct. May also be referred to as “modified English,” “simplified English,” “simplification,” or “plain language.”</p>	
<p>English language reference materials include English dictionaries and glossaries provided in print or electronically. A dictionary defines words. A customized dictionary or glossary consists of specialized lists of words with definitions or explanations customized to fit the perceived needs of the test taker.</p>	
<p>Scripted oral English includes reading aloud and repeating test items or directions from a script and/or presenting the text to the test-taker through an audio recording or CD.</p>	
<p>Clarification in English (unscripted) involves the provision of oral explanations of text considered potentially difficult for ELLs to access. Clarification differs from scripted oral English in that instead of reading from a script, the test administrator provides the explanation or clarification on-the-fly (e.g., “clarify/explain test directions in English” or “simplify test directions”).</p>	

Step 2 Worksheet. Categorize the accommodations (Cont.)	
Category Of Accommodation	Proposed Accommodation(s)
<p>Oral Response in English includes accommodations that allow students to answer test items orally in English.</p>	
<p>Written translation is the rendering of all or part of an English-language assessment into a second language (e.g., written translation of test directions, side-by-side dual language versions of the test, or translated versions of entire tests).</p>	
<p>Dual language reference materials consist of word-to-word dictionaries and glossaries provided in print or electronically in both English and a second language.</p>	
<p>Scripted oral translation involves reading aloud a professionally translated script of translated test items and/or directions or presenting the translation through an audio recording or CD.</p>	
<p>Sight translation is the oral, on-the-fly rendering of test directions, items, or both from English into a student's native language. The unscripted nature of the translation distinguishes it from scripted oral translation.</p>	
<p>Oral response in native language involves allowing students to respond either orally or in writing in their stronger language.</p>	

Step 2 Worksheet. Categorize the accommodations (Cont.)	
Category Of Accommodation	Proposed Accommodation(s)
<p>Timing/Scheduling involves extending the time limits of a test to facilitate the additional processing time an ELL needs to take an assessment in English.</p>	
<p>Setting involves adjustments to the setting where the test is administered (e.g., testing in a separate room, in a small group or individually).</p>	
Other Accommodations	
<p>List all other accommodations that are unrelated to any of the categories above.</p>	

Step 3. Identify test administration practices currently offered as accommodations.

(Indicator 1.2) The policy distinguishes between accommodations and test administration practices.

Some items traditionally offered in the list of accommodations allowed for ELLs are considered **test administration practices**. That is, they are not considered accommodations for ELLs, but they may be helpful for facilitating the administration of accommodated tests. These items should be removed from the list of accommodations but they should remain in the policy as indicated below.

1. Examine the accommodations listed under Timing/Scheduling and Setting categories in the Step 2 Worksheet (p. 49) and compare them to the list of recommended Test Administration Practices in **Box A** of the Step 3 Worksheet (p. 53).
2. On the Step 3 Worksheet in **Box A**, place a check next to the practices to be included in the refined policy.
3. In **Box B**, list the remaining items from the Timing/Scheduling and Setting categories (p. 49).
4. In **Box C**, list the items from Box B that will be offered to all students.
5. In **Box D**, list the items from Box B that will be offered only to students with disabilities.
6. Refer back to the Step 2 worksheet, locate proposed accommodations in the Scripted Oral English category (if any), and record them in **Box E** (p. 54). Also in **Box E**, record accommodations in the categories of Scripted Oral Translation, Sight Translation, Response in English, and Response in the Native Language.
7. Place a check next to the test administration practices that need to be integrated into the directions for the accommodations in **Box E**. In addition to other test administration practices, accommodations in these categories should receive *extended time*.
8. In **Box F**, record accommodations in the categories of English Reference Materials and Dual Language Reference Materials. As indicated, integrate *extended time* into the directions for administering the accommodations in these categories.

Step 3 Worksheet. Test Administration Practices	
<p>Box A Proposed Test Administration Practices for ELLs</p> <p><input type="checkbox"/> Administer test in a location with minimal distraction</p> <p><input type="checkbox"/> Administer test in small group</p> <p><input type="checkbox"/> Administer test individually</p> <p><input type="checkbox"/> Face student during test administration</p> <p><input type="checkbox"/> Provide extended time*</p> <p>Other (specify)</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	<p>Box B Items to be Removed from List of Accommodations for ELLs</p>
<p>Box C Items to be Offered to All Students</p>	<p>Box D Items to be Offered Only to Students with Disabilities</p>

*Extended time is considered both an ELL-responsive accommodation and a test administration practice.

Step 3 Worksheet. Test Administration Practices (Cont.)	
Test Administration Practices for ELLs to be Incorporated into Directions for Selected Categories of Accommodations	
<i>Accommodations</i>	<i>Test administration practices</i>
<p>Box E</p> <p><i>Scripted Oral English</i></p> <p><i>Scripted Oral Translation</i></p> <p><i>Sight Translation</i></p> <p><i>Response in English</i></p> <p><i>Response in Native Language</i></p>	<p><input checked="" type="checkbox"/> Provide extended time</p> <p>Select one or more:</p> <p><input type="checkbox"/> Administer test in a location with minimal distraction</p> <p><input type="checkbox"/> Administer test in small group</p> <p><input type="checkbox"/> Administer test individually</p> <p><input type="checkbox"/> Face student during test administration</p> <p>Other (as appropriate)</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
<p>Box F</p> <p><i>English Reference Materials</i></p> <p><i>Dual Language Reference Materials</i></p>	<p><input checked="" type="checkbox"/> Provide extended time</p> <p>Other (as appropriate)</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>

Step 4 Develop the Summary List of Accommodations

(Indicator 1.3) The policy includes a summary list of accommodations for quick reference by decision makers.

1. Refer back to the Step 2 Worksheet (p. 49). Cross out the items listed below as indicated.
 - In the Timing/Scheduling and Setting categories, cross out all items except *extended time* if you have not already done so in an earlier step.
 - Cross out all items in the “Other Accommodations” category (i.e., accommodations that are unlikely to reduce construct-irrelevant variance due to *language*).
2. Record the remaining proposed accommodations in the Step 4 Worksheet (p. 57).

Step 4 Worksheet. Summary List of Accommodations for ELLs
Direct Linguistic Support Accommodations in English
<i>Plain English</i>
<i>English reference materials</i>
<i>Scripted oral English</i>
<i>Unscripted clarification in English</i>
<i>Oral Response in English</i>
Direct Linguistic Support Accommodations in the Native Language
<i>Written translation</i>
<i>Dual language reference materials</i>
<i>Written response in native language</i>
<i>Sight translation</i>
<i>Oral Response in native language</i>
Indirect Linguistic Support Accommodations
<i>Extended Time</i>

Step 5. Develop a table with a detailed description of each accommodation offered.

(Indicator 1.6.) The policy includes a section or a table with a detailed description of each accommodation offered.

1. Refer to the Step 4 **Summary List of Accommodations**. Make at least one copy of the Step 5 Worksheet (p. 61) for each category of accommodation to be offered in the policy. Some categories may require more than one worksheet depending on the number of accommodations, so be sure to make sufficient copies. Follow the instructions below for each worksheet, using the example as an aid.
2. In **Box A** of the Step 5 Worksheet, enter a category heading.
3. In **Box B**, enter any necessary test administration practices for this category. (Refer to Step 3 p. 54 Boxes E and F.)
4. In **Boxes C through E**, enter the accommodation(s) in the category. Write a description of each accommodation. Each description should include
 - an explanation of what the accommodation is and how it should be implemented;
 - instructions for standardizing implementation (e.g., providing a script or audio recording for oral accommodations; selecting from a list of vetted dictionaries) (Refer to **Exhibit M** on p.62); and
 - any limitations for when to allow and when to prohibit accommodations for specific content assessments.
5. Place a check in the appropriate columns to specify the content assessment(s) allowed for each accommodation.

Example		Allowed for		
Box A. Category of Accommodations	<i>Scripted Oral Accommodations</i>			
Box B. Test administration practices for this category	<i>May be done in individual or group testing settings in a location with minimal distraction.</i>	Mathematics	Science	Reading/ Language Arts
Box C. Accommodation and description	<i>Read aloud test directions from a plain English script. Order the plain English script from the SEA prior to the assessment. Read the directions aloud verbatim in an even tone of voice.</i>	✓	✓	✓
Box D. Accommodation and description	<i>Provide audio recording of test. The student may replay the tape as the test is taken. For group settings, provide students with earphones. Provide extended time to allow for playing the recording.</i>	✓	✓	

Use one or more copies of this worksheet for each category of accommodation, as needed.

Step 5 Worksheet. Detailed description of each accommodation offered			
Box A. Category of Accommodations	Allowed for		
	Mathematics	Science	Reading/ Language Arts
Box B. Test administration practices for this category			
Box C. Accommodation and description			
Box D. Accommodation and description			
Box E. Accommodation and description			

Exhibit M. Recommendations for standardizing accommodations

- **Plain English tests** or parts of tests should be developed by qualified professionals with experience and/or training in assessment in the content area. The developer should work with a multidisciplinary committee consisting of language specialists and teachers of the content assessed. A number of publications have been published to provide guidance to test developers and states that are interested in developing plain English versions of tests. See for example, Abedi & Sato, 2007; Miles et al., 2000; Sato, 2007 for additional guidance.
- **Commercial dictionaries** that include explanations and definitions, pictures, or examples of terminology should be avoided. States that allow commercial word-to-word dual language dictionaries should consider including in their assessment policies a vetted list of approved dictionaries that do not provide unwarranted assistance to the student on the specific constructs being assessed. For example, if a science test item is assessing students' understanding of the concept of osmosis, the dictionary should not include a definition or examples that would give away the answer.
- **Customized dictionaries and glossaries.** The customization of dictionaries or glossaries is a means of providing ELLs access to the language of the assessment without providing unwarranted assistance in the content being assessed. The state assessment policy should reference where information on the development of glossaries and customized dictionaries is available. This will enable other states to compare approaches.
- **Scripted oral English.** English read-alouds can be standardized by providing a script or audio tape/CD. Audio recordings should be professionally developed and should be read aloud by a speaker with standard pronunciation and intonation patterns. It is important to specify whether the audio tape/CD is to be played to a small group of students or to individual students and whether the student can control the recording. State policies should also specify that a written version of the test be provided to students to refer to during the oral presentation.
- **Translated tests.** Translations should be developed by professional translators based on standard practice for developing these kinds of tests. (See Bowles & Stansfield, 2008 for guidance.) The translators should also be specialists or highly experienced in the content of the test. For example, the translator of a science test should have a degree or degrees in science. The translator should also be an experienced item writer. Back translation is not an efficient way to verify the quality and accuracy of a translation.
- **Scripted oral translation.** The oral translation is best presented to students by a trained administrator competent in the language of the translation or through audio and/or video media. At minimum, the administrator should be highly proficient in both languages, be familiar with the assessment, and have training and/or experience in reading oral scripts of assessments so as to assure standard administration. Audio recordings should be professionally developed and be read aloud by a "voice over" professional (i.e., a native speaker who is an experienced actor, radio announcer, or other professional who reads aloud with clear standard pronunciation and intonation patterns). The recorded version should be checked to verify that the script has been fully followed and that all words are comprehensible (Stansfield, 2008). The state policy or accommodation implementation guide may specify whether the audio tape/CD is played to a group of students, to individual students, or both. Students should be provided a written version of the translated test to use during the oral presentation.

Step 6. Integrate Phase I refinements into the policy.

Use the checklist below to ensure all Phase I indicators are in place. For any indicators in need of additional refinement, return to the corresponding step.

If all Phase I indicators are in place, proceed to Phase II.

Phase 1 Indicators	Completed ✓
1.1. All accommodations offered in the policy are ELL-responsive (i.e., are likely to reduce construct-irrelevant variance due to language). (<i>Steps 1 – 4</i>)	
1.2. The policy distinguishes between accommodations and test administration practices. (<i>Step 3</i>)	
1.3. The policy includes a summary list of accommodations for quick reference by decision makers. (<i>Step 4</i>)	
1.4. The policy includes separate lists of accommodations for ELLs and students with disabilities. (<i>Steps 3 - 4</i>)	
1.5. The summary list of accommodations is organized according to an ELL-responsive taxonomy (i.e., direct linguistic support in English, direct linguistic support in the native language, and indirect linguistic support). (<i>Step 1</i>)	
1.6. The policy includes a section or a table with a detailed description of each accommodation offered. (<i>Step 5</i>)	
1.7. The policy restricts the use of unstandardized accommodations that might provide undue assistance or contribute to measurement error due to variations in implementation. (<i>Step 5</i>)	
1.8. Accommodations allowed or prohibited for specific content assessments are specified (e.g., Mathematics, Science and Reading/Language Arts). (<i>Step 5</i>)	

Phase II. Refine Policy Text to Make it ELL-Responsive

Phase II consists of three steps to guide the refinement of policy text addressing the accommodation of ELLs.

Step 1. Define an accommodation for an ELL.

Step 2. Refine policy text.

Step 3. Integrate refinements into policy.

Step 1. Define an accommodation for an ELL.

Indicator 2.1. The policy defines an accommodation for an ELL.

1. Write the current definition of an accommodation for an ELL in Box A.
2. Compare the current definition with the examples in Exhibit F (p. 68)
3. Write a refined definition in Box B.

Box A. Current Definition	Box B. Refined Definition

Exhibit F. Examples of Low, Moderate, and High-Level Definitions of an Accommodation for an ELL

(Indicator 2.1) The policy defines an accommodation for an ELL.

The three examples below illustrate low, moderate and high-level definitions of an accommodation for an ELL. The definition in Example 1 does not meet the standard for Indicator 2.1 because it does not distinguish between an accommodation for an ELL and an accommodation for a student with disabilities. Example 2 attempts to define an accommodation specifically for ELLs, but the definition is overly general and does not address ELLs' linguistic and sociocultural needs. Example 3 meets the standard for Indicator 2.1.

Low 1	Moderate 2	High 3
<p>Example 1. An accommodation is any variation in the assessment environment or process. Accommodations include variations in scheduling, setting, presentation, and response format(s). Those students with an IEP or 504 plan or who are LEP may qualify for specific accommodations.</p>	<p>Example 2. Accommodations are provisions made for ELLs that are in need of a minor change in testing practices or procedures in order to demonstrate their learning.</p>	<p>Example 3. Accommodations for ELLs involve changes to testing procedures, testing materials, or the testing situation in order to allow students meaningful participation in an assessment. Effective accommodations for ELLs address the unique linguistic and socio-cultural needs of the students without altering the test construct. Accommodated scores should be sufficiently equivalent in scale that they can be pooled with unaccommodated scores.</p>

Step 2. Refine policy text.

(Indicator 2.2) The policy text clearly distinguishes the discussion of accommodations for ELLs from the discussion of accommodations for students with disabilities.

Create or refine a section in the policy to address the accommodation of ELLs.

1. In **Box A**, list any policy sections that combine the discussion of accommodations for ELLs with the discussion of accommodations for students with disabilities. Also list sections in need of a clearer focus on the linguistic needs of ELLs. (Refer to Exhibit G p. 70 for examples.)
2. In **Box B** place a check next to the action steps needed to refine the policy sections. Add additional steps as needed.
3. Refine the section(s) identified.

Box A. Policy Sections in Need of Refinement	Box B. Action Steps for Refinement
	<ul style="list-style-type: none"> <input type="checkbox"/> Create a header for a new section addressing the accommodations of ELLs. <input type="checkbox"/> Develop or refine existing text discussing accommodations for ELLs. Avoid using policy text intended for students with disabilities. (See Exhibit G) <input type="checkbox"/> As needed, eliminate references to ELLs in the sections addressing other students with special needs. <input type="checkbox"/> Other steps:

Exhibit G. Examples of policy text addressing the accommodation of ELLs

(Indicator 2.2) The policy text clearly distinguishes the discussion of accommodations for ELLs from the discussion of accommodations for students with disabilities.

The three examples below are excerpts of policy text illustrating low, moderate and high levels of practice for discussing the accommodation of ELLs. Example 1 is considered a low level of practice because it combines the discussion of accommodations for ELLs with other special needs students in the same section of the policy. Both Examples 1 and 2 contain text referring to IEPs and 504 plans, which are not relevant to accommodating most ELLs. Example 2 separates the discussion of accommodations for ELLs into a separate paragraph in the same section, but refers the reader to the student's IEP plan. Busy decision makers attempting to interpret such policies might assume students without IEP or 504 plans are not eligible for accommodations.

Example 3, in contrast, illustrates use of a separate policy section devoted to ELLs. This allows the policy to clearly distinguish between the discussion of accommodations for ELLs and those intended for other groups of students.

Note: Although policy for accommodating ELLs with disabilities is outside the scope of this guide, states may also want to consider including a separate section of the policy for this group of students.

Low 1	Moderate 2	High 3
<p>Example 1. STUDENTS WITH SPECIAL NEEDS</p> <p>Accommodations for students with disabilities under the IDEA must be determined in the annual IEP team meeting. These accommodations must be consistent with the instructional accommodations required for the student. Accommodations for Section 504 students must be written in their IEP plan, and accommodations for ELL students must be documented in their LIEP Plan...</p>	<p>Example 2. STUDENTS WITH IEP PLANS, 504 PLANS AND LEP STUDENTS</p> <p>An accommodation may be provided for students with IEP and 504 plans if it is documented in the respective plan.</p> <p>An accommodation may be provided for an LEP student if it is</p> <ul style="list-style-type: none"> • based on a student's identified learning needs; and • currently provided during classroom instruction; and • agreed on by the ESOL or classroom teachers who provide services for the student; or • stated in the student's Individualized Education Program (IEP) or if an LEP student is also receiving IDEA- eligible or Section 504 service.... 	<p>Example 3. ACCOMMODATIONS FOR ELLs</p> <p>ELL teachers are encouraged to consider these general guidelines when making decisions about accommodations for an individual ELL:</p> <ul style="list-style-type: none"> • Accommodations are provided so that students at different levels of English language proficiency have a fair opportunity to show what they know and can do...

Step 3. Integrate refinements into the policy text.

Use the checklist below to ensure all Phase II indicators are in place. For any indicators in need of additional refinement, return to the corresponding step.

If all Phase II indicators are in place, proceed to Phase III.

Phase II Indicators	Completed
2.1. The policy defines an accommodation for an ELL. <i>(Step 1)</i>	✓
2.2. The policy text clearly distinguishes the discussion of accommodations for ELLs from the discussion of accommodations for students with disabilities. <i>(Step 2)</i>	

Phase III. Refine Policy to Address Diverse Needs of ELLs

Phase III contains four steps to guide the refinement of the policy to address the diverse needs of ELLs.

- Step 1. Map Accommodations to ELP Levels
- Step 2. Match Accommodations to Student Literacy Levels in English and the Native Language
- Step 3. Write Guidance for Assigning Accommodations
- Step 4. Integrate refinements into policy.

Step 1. Map accommodations to ELP levels.

(Indicator 3.1) The policy offers accommodations for ELLs at each ELP level as defined by the state's ELP test.

1. Refer to the summary list of accommodations in the state assessment policy. List each accommodation under the appropriate category in the first column of the Step 1 Worksheet on pp. 76-77.
2. Refer to the state's ELP test. At the top of the worksheet enter the names of the ELP levels that correspond to the Beginning, Intermediate and Advanced ELP levels.
3. Refer to Exhibit H (p. 78) as a guide. Map the accommodations to each ELP level. Indicate with a ● accommodations recommended for ELLs at each ELP level. Indicate with a ○ accommodations that are optional for individual ELLs at each ELP level.

Note: Extended time is included as a recommended accommodation for ELLs across all ELP levels.

	ELP Levels (list corresponding levels per state ELP test)		
	BEGINNING	INTERMEDIATE	ADVANCED
Step 1 Worksheet. Map Accommodations to ELP Levels			
Direct Linguistic Support Accommodations in English			
<i>Plain English</i>			
<i>English reference materials</i>			
<i>Scripted oral English</i>			
<i>Clarification in English</i>			
<i>Oral response in English</i>			
<ul style="list-style-type: none"> ● Recommended for ELLs at this English language proficiency level. ○ Optional for ELLs at this English language proficiency level based on individual student need. 			

	ELP Levels (list corresponding levels per state ELP test)		
	BEGINNING	INTERMEDIATE	ADVANCED
Step 1 Worksheet. Map Accommodations to ELP Levels (Cont.)			
Direct Linguistic Support Accommodations in the Native Language			
<i>Written translation</i>			
<i>Dual language reference materials</i>			
<i>Scripted oral translation</i>			
<i>Sight translation</i>			
<i>Oral response in native language</i>			
Indirect Linguistic Support			
<i>Allow extended time</i>	●	●	●
<ul style="list-style-type: none"> ● Recommended for ELLs at this English language proficiency level. ○ Optional for ELLs at this English language proficiency level based on individual student need. 			

Exhibit H. Recommendations for Mapping Accommodations to ELP Levels

(Indicator 3.1) The policy offers accommodations for ELLs at each ELP level as defined by the state's ELP test.

Use this chart as a guide to map accommodations in the policy to each ELP level.

Accommodation	ELP Levels		
	Beginning	Intermediate	Advanced
Direct Linguistic Support Accommodations in English			
6. <i>Plain English</i>			
2.1. Provide plain English test	○	●	●
7. <i>English reference materials</i>			
2.2. Provide customized English glossary		●	●
8. <i>Scripted oral English</i>			
3.8. Play audio tape/CD of test items		○	
3.9. Play audio tape/CD of test directions		○	
3.10. Read aloud test items	○	○	
3.11. Read aloud test items from plain English script	●	●	
3.12. Read aloud test directions		●	
3.13. Repeat test items	○		
3.14. Repeat test directions	○		
9. <i>Clarification in English</i>			
4.3. Clarify/explain test directions		○	
4.4. Simplify test directions	○	●	
10. <i>Oral Response</i>			
5.3. Allow student to respond orally in English; scribe response		○	
5.4. Use tape recorder to record test responses		○	
Direct Linguistic Support Accommodations in the Native Language			
1. <i>Written translation</i>			
1.1. Provide translated test	●	○	
1.2. Provide side-by-side dual language test	●	●	
1.3. Provide written test directions in native language	●		
3. <i>Written response</i>			
2.1. Allow student to respond in writing in native language	○	○	
3. <i>Dual language reference materials</i>			
3.1. Provide customized dual language glossary	○	●	●
3.2. Provide customized pop-up electronic glossary	○	○	○
3.3. Provide commercial word-to-word dual language dictionary		○	○
4. <i>Scripted oral translation</i>			
4.1. Play audio tape/CD of test items in native language	○	○	
4.2. Play audio tape/CD of test directions in native language	○	○	
4.3. Read aloud oral script of test items in native language	○	○	
4.4. Read aloud oral script of test directions in native language	●	○	
5. <i>Sight translation</i>			
5.1. Clarify/explain test directions in native language	●	○	
5.2. Translate test directions orally into native language	●	○	
6. <i>Response in native language</i>			
6.1. Allow student to respond orally in native language; scribe response in native language	●	○	
6.2. Allow student to respond orally in native language; translate response to English	○	○	
Indirect Linguistic Support Accommodations			
Allow extended time	●	●	●
●	Recommended for ELLs at this English language proficiency level.		
○	Optional for ELLs at this English language proficiency level based on individual student need.		

Step 2. Match accommodations to student literacy levels in English and the native language.

(Indicator 3.2) The policy offers accommodations for ELLs with different levels of literacy in English and the native language.

Use this worksheet to map accommodations in English and the native language across oral and written domains. This will help assess the extent to which the proposed list of accommodations addresses the needs of ELLs with different levels of literacy in English and the native language.

1. Refer to the **Summary List of Accommodations** in the state assessment policy. Enter each accommodation under the appropriate header in quadrants I – IV of the chart.
2. Evaluate whether a sufficient number of accommodations is offered in each quadrant.
3. Consider if other accommodations need to be added.

Direct linguistic support accommodations		
	ENGLISH	NATIVE LANGUAGE
WRITTEN	2. <i>Plain English</i>	6. <i>Written translation</i>
	2. <i>English language reference materials</i>	7. <i>Dual language reference materials</i>
ORAL	3. <i>Scripted oral English</i>	9. <i>Scripted oral translation</i>
	4. <i>Clarification</i>	10. <i>Sight translation</i>
	5. <i>Oral response</i>	11. <i>Oral response</i>
Indirect linguistic support accommodations		
12. <i>Allow extended time</i>		

Step 3. Write guidance for assigning accommodations.

Refine or develop a policy section to guide decision makers in assigning accommodations to ELLs.

1. Based on the mappings conducted in Steps 1 and 2, write guidance for assigning accommodations to individual students (e.g., accommodations for students with different ELP levels, levels of literacy in English and the native language, native language spoken, and recent instruction in the native language).
2. Consider developing maps, decision trees or student profiles to assist decision makers in assigning accommodations to students. (See **Exhibits J – L** pp. 82-85).

Exhibit J. Example of a Decision Tree (Ohio)

(Indicator 3.3) The policy includes guidance for assigning accommodations to ELLs with different ELP and literacy levels in English and the native language and (as applicable) language of instruction.

The decision tree in this example was developed for use with the Ohio Achievement Tests. It guides decision makers to consider the student's literacy level, native language, prior instruction in the native language, and prior experience using a dictionary.

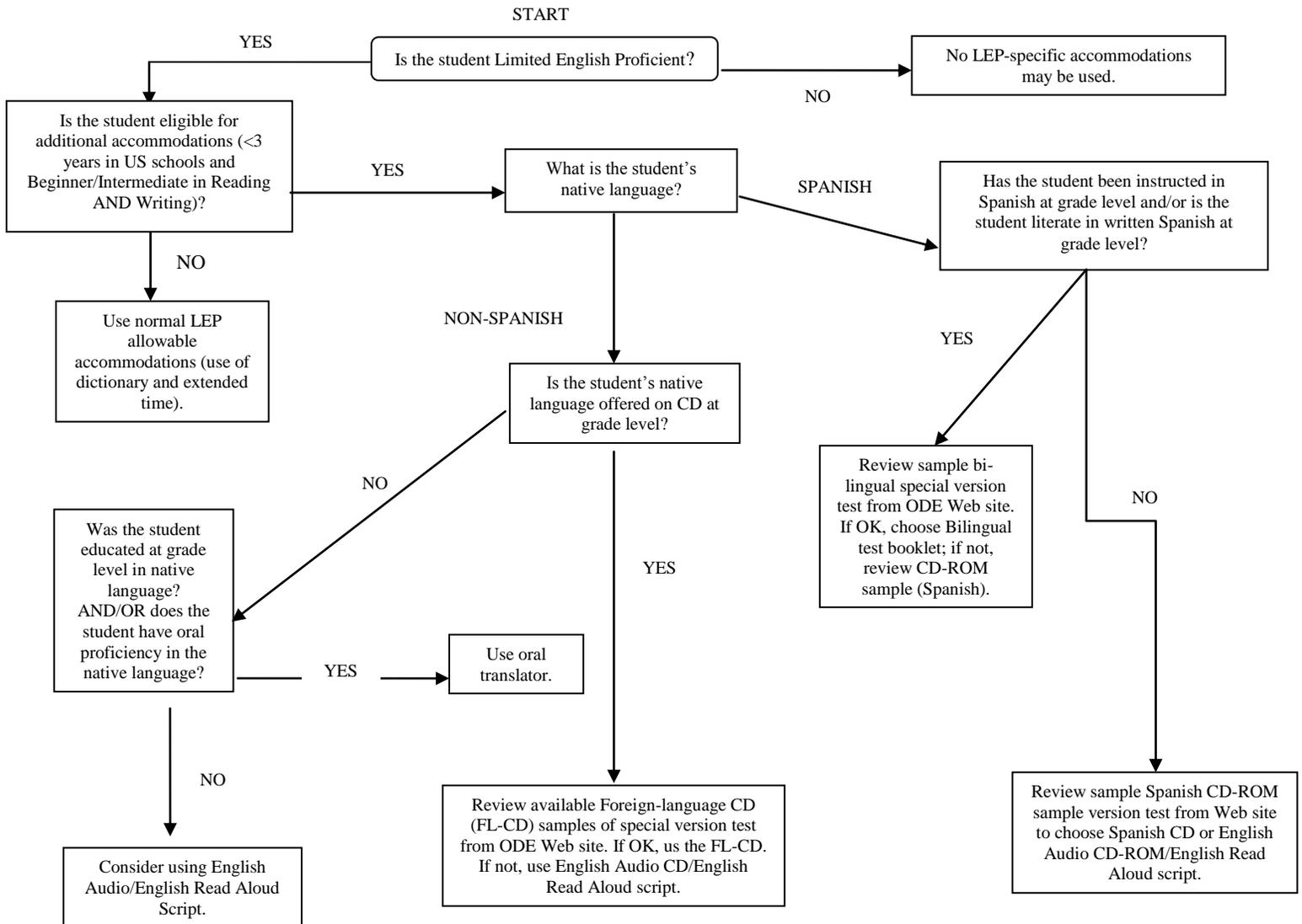


Exhibit K. Example of Student Scenarios for Illustrating the Assignment of Accommodations (Colorado)

(Indicator 3.3) The policy includes guidance for assigning accommodations to ELLs with different ELP and literacy levels in English and the native language and (as applicable) language of instruction.

This excerpt from the state policy for the Colorado Standard and Assessment Program (CSAP) provides two examples of scenarios used to assign oral translation and/or translated scribing. Each example contains sample student background criteria and the accommodation match.

Making a decision to administer CSAP using oral translation and/or translated scribing

Example A	Example B
<p>Maria has been in the United States for two years. Her native language is Spanish. Her math instruction has been in English while her responses often have been in Spanish. The math quizzes and tests have been in English.</p>	<p>Lin has been in the United States for two years. Her native language is Vietnamese. As part of her regular weekly instruction she receives tutoring in math in a pullout program with a Vietnamese speaking tutor. Her weekly math assessments are translated orally by her tutor (constructed response items).</p>
<p>CSAP Administration: Maria would take the Math CSAP in English. Maria may benefit from the use of an identified accommodation such as a word-to-word dictionary. Maria may also benefit from the use of Translated Scribing for the constructed response portions of the test in which she needs to respond in her native language.</p> <p><i>Note. The Translator/Scribe MUST receive training in responsible practices of administration of a standardized assessment.</i></p>	<p>CSAP Administration: Lin would take the Math CSAP in English with an oral presentation of the test using translated CSAP Oral Scripts provided by CDE in Vietnamese. Lin may also benefit from the use of Translated Scribing for the parts of the test where she needs to respond in her native language.</p> <p><i>Note. The Oral Translator/Scribe MUST receive training in responsible practices of administration of a standardized assessment.</i></p>

Colorado Department of Education, 1999, p. 57

Exhibit L. Example of Student Scenarios for Illustrating the Assignment of Accommodations (Texas)

(Indicator 3.3) The policy includes guidance for assigning accommodations to ELLs with different ELP and literacy levels in English and the native language and (as applicable) language of instruction.

The following scenario is excerpted from the Texas state assessment for Grades 3–8 and 10 Reading/English Language Arts (ELA).

Student Scenarios

An English language learner typically receives more than one type of linguistic accommodation during quality reading and language arts instruction. This student scenario illustrates ways to provide multiple accommodations during [test] administrations in a manner consistent with typical classroom practice. The scenarios will help you understand how to appropriately conduct the [test] administration of your [test] examinee(s). The scenarios cover different grades, accommodations, and tests. Be sure to review all scenarios because some information will be applicable to all [test] administrations.

Student 1. Minh

Minh is an examinee in grade 3. She will take [the state test] in English. Minh’s test administrator, Mr. Taylor, is her language arts and ESL teacher. Mr. Taylor doesn’t speak Minh’s native language. Here are the linguistic accommodations Minh will receive.

- Reading aloud word or phrase
- Reading aloud entire test item
- Clarification of word or phrase

Example from a Reading Selection on LuLu the Potbellied Pig

8 Mr. and Mrs. Altsman had a potbellied pig named LuLu. The pig lived indoors like a pet dog or a cat. They all lived happily in their home in Pennsylvania.

9 One summer Mr. and Mrs. Altsman went camping and took LuLu with them. Mr. Altsman went fishing one morning. Mrs. Altsman didn’t feel well, so she and LuLu stayed in the camper.

10 Suddenly Mrs. Altsman fell to the floor. She needed a doctor. LuLu pushed the camper door open and climbed out to locate* help. She went up to the road. Car after car passed by. LuLu returned to the camper several times to check on Mrs. Altsman. Finally LuLu walked to the middle of the road. When a car came by, she lay down in front of it. When the driver got out, LuLu led him back to the camper.

*Through grade 8, tested vocabulary words are underlined.

If Minh asks for reading (decoding) assistance with “potbellied,” Mr. Taylor will read the word aloud. If Minh doesn’t know what the word means, Mr. Taylor will provide clarification assistance by explaining, for example, that a “potbellied pig” is a kind of pet pig. Mr. Taylor might also give a simple explanation of what “potbellied” means, pointing to the picture of the pig or using a gesture as needed. Because Mr. Taylor works with Minh day by day, he knows the kind of English she can and cannot understand and tailors the language he uses accordingly.

If Minh asks for help with the meaning of “camper,” a multiple-meaning word, Mr. Taylor should explain the meaning of the word as it is used in the story. Mr. Taylor could draw a picture to help explain the meaning if necessary.

If Minh asks for help with the underlined word “locate,” a tested vocabulary word,* Mr. Taylor is only permitted to read the word aloud. He is not permitted to provide any assistance with the meaning of the word.

Example Test Items

In providing linguistic support with the test items (questions and answer choices), Mr. Taylor is permitted to read aloud and clarify the meaning of words and phrases at Minh’s request. In addition, Minh’s accommodations include reading aloud entire test items if necessary. Minh may need only particular test items to be read in their entirety, or she may request this for all test items.

Reading all test items aloud may pace the administration in a way that makes Minh feel rushed. If she needs to have all test items read aloud, Mr. Taylor should be sure to provide her as much time as needed to process the meaning of the English in the test items, seek clarification as needed, and determine her answers.

In paragraph 10, the word locate means to —

- try to find
- leave alone
- run around
- make noise

If Minh asks for assistance with the word “locate,” Mr. Taylor is not permitted to provide any help with the meaning of the word. He is, however, permitted to read the word aloud (or the entire test item, if applicable). He is also permitted to explain the meaning of words in the answer choices at Minh’s request.

Which of these would be the best title for a newspaper story about LuLu?

- Pig Fakes an Illness
- Pig Saves Owner’s Life
- Pig Stops a Car
- Pig Causes an Accident

At Minh’s request, Mr. Taylor may read aloud or explain the meaning of words in the answer choices (e.g., Fakes, Illness, Owner’s, etc.).

What happened right after LuLu lay down in the road?

- A driver followed LuLu back to the camper.
- LuLu pushed the camper door open.
- Mrs. Altsman needed a doctor.
- The Altsmans lived happily in Pennsylvania.

If Minh requests help with the meaning of “right” or “right after,” Mr. Taylor may clarify, for example, that “What happened right after” means to tell the next thing that happened. In order to explain a word or phrase, keep in mind that it is acceptable to use more words from the test question to clarify the meaning.

(Texas Education Agency, 2007, pp. 8-10)

Step 4. Integrate refinements into policy.

Use the checklist below to ensure all Phase III indicators are in place. For any indicators in need of additional refinement, return to the corresponding step.

If all Phase III indicators are in place, proceed to the **Plan Implementation** section.

Phase III Indicators	Completed ✓
3.1 The policy offers accommodations for ELLs at each ELP level as defined by the state’s ELP test.	
3.2 The policy offers accommodations for ELLs with different levels of literacy in English and the native language.	
3.3 The policy includes guidance for assigning accommodations to ELLs with different ELP and literacy levels in English and the native language and, as appropriate, language of instruction.	

Plan Implementation

This section contains worksheets to guide the working group through the following steps:

- Step 1. Plan dissemination.
- Step 2. Plan training.
- Step 3. Design a monitoring system.

Step 1. Plan Dissemination

Use this worksheet to design a dissemination plan for the refined state assessment policy. Begin by considering what is already in place and what improvements need to be made to support the dissemination of the policy.

1. In **Column A**, decide what policy documents and supporting resources will be distributed.
2. In **Column B**, identify the audience(s) who will receive copies of the policy and supporting resources.
3. In **Column C**, identify the delivery media, checking as many as needed.

(*Note:* In addition to traditional means of distribution, many states have found it effective to develop a centralized Web page containing the policy document and related resources. If this medium is selected, consider distributing a URL for the Web page rather than the direct URL to the policy document. This will assure that users can access all of the most recent versions of documents as they are updated.)

4. Create a budget, and refine the plan accordingly.
5. Plan the logistics for carrying out the monitoring system.
6. Write the dissemination plan, using these considerations as a guide.

A. Documents to be Disseminated	B. Audience(s)	C. Delivery Media
<input type="checkbox"/> Policy document <input type="checkbox"/> FAQ <input type="checkbox"/> Lists of approved dictionaries <input type="checkbox"/> Related policy documents (e.g., Title III state and district policies, etc.) <input type="checkbox"/> Other (please specify)	<input type="checkbox"/> Intermediate/ Regional Unit <input type="checkbox"/> District test coordinators <input type="checkbox"/> School administrators <input type="checkbox"/> School test administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Other (please specify)	<input type="checkbox"/> Web <input type="checkbox"/> Email <input type="checkbox"/> Mail <input type="checkbox"/> Section embedded in test administration materials <input type="checkbox"/> Face-to-face meeting <input type="checkbox"/> Other (please specify)

Step 2. Plan Training

Use this worksheet to design a training plan to assure that all relevant audiences understand and are able to reliably implement the accommodations in the refined state assessment policy. Begin by considering what processes and training resources are already in place and what improvements need to be made.

1. In Column A, identify the audience(s) for the training.
2. In Column B, decide on a training design.
3. In Column C, identify the media for delivering the training.
4. In Column D, decide what resources will be provided to support understanding and implementation of the policy.
5. Develop a schedule for the training and plan logistics for carrying it out.
6. Create a budget, and refine the plan accordingly.
7. Write the training plan, using these considerations as a guide.

A. Audience	B. Training Design	C. Delivery Media	D. Supporting Resources
<input type="checkbox"/> Intermediate/Regional Unit <input type="checkbox"/> District test coordinators <input type="checkbox"/> School administrators <input type="checkbox"/> School test administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Other (please specify)	<input type="checkbox"/> Trainer of Trainers <input type="checkbox"/> Direct <input type="checkbox"/> Other (please specify)	<input type="checkbox"/> Teleconference <input type="checkbox"/> Web conference <input type="checkbox"/> Face-to-face <input type="checkbox"/> Other (please specify)	<input type="checkbox"/> Policy document <input type="checkbox"/> FAQ <input type="checkbox"/> PowerPoint presentation <input type="checkbox"/> Handouts <input type="checkbox"/> SEA contact information <input type="checkbox"/> Other (please specify)

Step 3. Design a Monitoring System

This worksheet can be used by states that have a monitoring plan and want to refine it, or by states that do not yet have a monitoring plan in place. A system for monitoring accommodations is important for assuring the quality of implementation of accommodations.

A basic monitoring system requires attention to defining the kinds of data to be collected, specifying the mechanism(s) for collecting the data centrally, analyzing the data, and using the data to identify issues that will inform future refinements of ELL-responsive accommodation policy.

1. In Column A, identify data to be collected. Consider collecting data on whether particular students received an accommodation and specific accommodation(s) administered.
2. In Column B, select mechanism(s) for collecting these data. Consider centralizing data collection
3. In Column C, identify who is responsible for collecting the data.
4. In Column D, describe the plan for analyzing and reporting the data. Consider how the data will be used to inform next year's policy review and refinement process.
5. Create a budget and refine the plan accordingly.
6. Plan the logistics for carrying out the monitoring system.
7. Write the monitoring plan, using these considerations as a guide.

A. Data to Be Collected	B. Data Collection Mechanism(s)	C. Part(ies) Responsible for Data Collection	D. Data Analysis Plan	E. Part(ies) Responsible for Data Analysis
<input type="checkbox"/> Decision to accommodate a student <input type="checkbox"/> Specific accommodations offered to individual students Optional (if available) <input type="checkbox"/> Grade level <input type="checkbox"/> ELP level <input type="checkbox"/> Native language literacy level <input type="checkbox"/> Current language of instruction in the content area of the test <input type="checkbox"/> Other data (specify)	<input type="checkbox"/> Web-based <input type="checkbox"/> Report on student test form <input type="checkbox"/> Separate paper form to be submitted to state <input type="checkbox"/> Other mechanism(s) (specify)	<input type="checkbox"/> State assessment office <input type="checkbox"/> State Title III office <input type="checkbox"/> State Title I office <input type="checkbox"/> Intermediate/Regional Unit <input type="checkbox"/> District test coordinators <input type="checkbox"/> School administrators <input type="checkbox"/> School test administrators <input type="checkbox"/> Other part(ies) (specify)	<input type="checkbox"/> Total number of ELLs by grade and ELP levels <input type="checkbox"/> Total number of ELLs accommodated <input type="checkbox"/> Accommodations offered <input type="checkbox"/> Other analyses (specify)	<input type="checkbox"/> State assessment office <input type="checkbox"/> State Title III office <input type="checkbox"/> State Title I office <input type="checkbox"/> Other part(ies) (specify)

Next Steps

1. To respond to changes in state context as well as the emerging knowledge base regarding accommodations, plan to complete the review and refinement cycle each year. In addition, consider the following questions to prepare for next year's review:
 - What additional elements of the policy will need to be refined?
 - Who will serve on next year's refinement working group?
 - How will the working group remain up to date on new research to inform future refinements of the assessment policy?
 - When will the policy refinement working group convene again for next year's cycle of review and refinement?

2. Consider what research the state might conduct to examine the effectiveness of accommodations for students with different ELP and literacy levels. For example, consider collecting data from a sample of individual students on the following:
 - Student literacy levels in English and in the native language
 - Specific accommodations used across different ELP and literacy levels
 - Changes in scores of students before and after specific accommodations are provided
 - Accommodations assigned compared with accommodations used
 - Scores for accommodated and unaccommodated students across different ELP and literacy levels

Glossary of Terms

Accommodation: An accommodation for ELLs involves changes to testing procedures, testing materials, or the testing situation in order to allow students meaningful participation in an assessment. Effective accommodations for ELLs address the unique linguistic and socio-cultural needs of the student without altering the test construct. Accommodated scores should be sufficiently equivalent in scale that they can be pooled with unaccommodated scores.

Clarification in English is a category of accommodations that provide oral explanations of text considered potentially difficult for ELLs to access. The reformulated input, which is sometimes offered in sheltered English, is expected to be more easily understood and manageable. Clarification differs from scripted oral English in that instead of reading from a script, the test administrator provides the explanation or clarification on-the-fly. Examples of clarification accommodations include “clarify/explain test directions in English” and “simplify test directions.”

Construct-irrelevant variance: A type of measurement error introduced when a student takes a test in a language in which she or he is not yet proficient.

Direct linguistic support accommodations are adjustments to the language of the test.

Dual language reference materials consist of dictionaries and glossaries provided in print or electronically in both English and a second language.

ELL-responsive accommodation: An accommodation that would be expected to reduce construct-irrelevant variance resulting from the language demands of the test.

English reference materials used as accommodations for ELLs include English dictionaries and glossaries provided in print or electronically. A dictionary defines words. The types of English dictionaries used to accommodate ELLs include standard dictionaries, learners’ dictionaries, and customized dictionaries. A learner’s dictionary is designed specifically for ELLs and defines words in plain English. Like some standard English dictionaries, learners’ dictionaries also give examples of usage and may provide synonyms. A customized dictionary refers to a dictionary that has been altered or specially compiled for a given context. It may refer to a learner’s dictionary in which language has been simplified specifically for ELLs. A customized dictionary also may contain a specialized list of standard dictionary definitions compiled for a particular assessment and containing words relevant to that assessment. English glossaries are specialized lists of words with definitions or explanations customized to fit the perceived needs of the test taker. Glossaries may use simplified English.

Indirect linguistic support accommodations are adjustments to the conditions under which ELLs take an assessment. This type of accommodation consists of extending the time limits of a test to facilitate ELLs’ language processing. Extended time may be provided as a stand-alone accommodation or in combination with one or more direct linguistic support accommodations. The use of dictionaries, glossaries, side-by-side dual language tests, oral accommodations (e.g., read-alouds or oral translations), and response accommodations all require extended time for

handling the additional materials or adjustments.

Oral Response in English is a category of accommodations that allow students to answer test items orally in English. Oral responses are tape-recorded and/or scribed and entered onto the student's test form by the test administrator.

Plain English is a category of accommodations consisting of test items and/or test directions for which linguistic complexity has been reduced while maintaining the level of difficulty of the test construct. Plain English text is characterized by linguistic structure(s) and vocabulary that avoid ambiguity, colloquialisms, or multiple meanings. Plain English is also referred to in the research literature and/or in state assessment policies as “modified English,” “simplified English,” “simplification,” or “plain language” (Abedi & Sato, 2007; Miles, Rivera, & Stansfield, 2000; Rivera & Stansfield, 2004).

Response in native language is a category of accommodations in which students are allowed to respond either orally or in writing in their stronger language. Native language responses may either be scored in the native language or translated into English prior to scoring.

Scripted oral English is a category of accommodations that includes reading aloud and repeating test items or directions from a script and/or presenting the text to the test-taker through an audio recording or CD. The learner simultaneously has access to the written text.

Scripted oral translation is a category of accommodations that involves reading aloud a professionally translated script of translated test items and/or directions or presenting the translation through an audio recording or CD.

Test administration practices: Adjustments to testing procedures, testing materials, or the testing situation useful for administering accommodated tests to ELLs.

Sight translation is a category of accommodations involving oral, on-the-fly rendering of test directions, items, or both from English into a student's native language. This type of accommodation differs from scripted oral translation in that instead of reading from a script, the test administrator (who is typically competent in the language of the translation) orally translates as he or she reads. This “on-the-fly” interpretation also distinguishes sight translation from written translation (Stansfield, 2008).

Written translation is a category of accommodations in which all or part of an English-language assessment is rendered into a second language. Accommodations in this category include written translation of test directions, side-by-side dual language versions of the test, or translated versions of entire tests.

References

- Abedi, J. (2004). The No Child Left Behind Act and English language learners: Assessment and accountability issues. *Educational Researcher*, 33(1), 1-14.
- Acosta, B., Rivera, C., & Shafer Willner, L. (2008). *Best practices in state assessment policies for accommodating English language learners: A Delphi study*. Arlington, VA: The George Washington University Center for Equity and Excellence in Education.
- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.
- Dalkey, N. C. (1969). *The Delphi method: An experimental study of group opinion*. RM-5888-PR). Santa Monica, CA: Rand.
- Elliott, S. N., Kratochwill, T. R., & Schulte, A. G. (1998). The assessment accommodations checklist: Who, what, where, when, why, and how? *Teaching Exceptional Children*, 31(2), 10-14.
- Francis, D., Lesaux, N., Kieffer, M., & Rivera, H. (2006). *Research-based recommendations for the use of accommodations in large-scale assessments*. Houston, TX: Center on Instruction. Retrieved from <http://www.centeroninstruction.org/files/ELL3-Assessments.pdf>
- Hofstetter, C. H. (2003). Contextual and mathematics accommodation test effects for English language learners. *Applied Measurement in Education*, 1 April 2003 (pp. 159-188.) Lawrence Erlbaum Associates, Inc.
- Improving America's Schools. (1996). Creating better student assessments. *Improving America's School: A Newsletter on Issues in School Reform*, Spring
- Koenig, J. A. & Bachman, L. F. (Eds.). (2004). *Keeping score for all: The effects of inclusion and accommodation policies on large-scale educational assessments*. Washington, DC: National Research Council.
- Kopriva, R. J., Emick, J. E., Hipolito-Delgado, C. P., & Cameron, C. A. (2007). Do proper accommodation assignments make a difference? Examining the impact of improved decision making on scores for English language learners. *Educational Measurement: Issues and Practice*, (Fall), 11-20.
- Martiniello, M. (2007). Linguistic complexity and differential item functioning (DIF) for English language learners (ELL) in math word problems. Unpublished PhD dissertation, Harvard University, Cambridge, MA.
- McLaughlin, B., Rossman, T., & McLeod, B. (1983). Second language learning: An information processing perspective. *Language Learning*, 33, 135-58.
- Pennock-Roman, M. & Rivera, C. (2007). The differential effects of time on accommodated vs. unaccommodated content assessments for English language learners. *Center for Assessment Reidy Interactive Lecture Series*. Available from www.nciea.org.
- Rivera, C., Collum, E., Shafer Willner, L., & Sia Jr., J. K. (2006). An analysis of state assessment policies addressing the accommodation of English language learners. In C.

- Rivera, & E. Collum (Eds.), *A national review of state assessment policy and practice for English language learners* (pp. 1-173). Mahwah, NJ: Lawrence Erlbaum Associates.
- Rivera, C., Vincent, C., Hafner, A., & LaCelle-Peterson, M. (1997). Statewide assessment programs: Policies and practices for the inclusion of Limited English proficient students. *Practical Assessment, Research & Evaluation*, 5(13) Retrieved from <http://PAREonline.net/getvn.asp?v=5&n=13>
- Rivera, C., Stansfield, C., Scialdone, L., & Sharkey, M. (2000). *An analysis of state policies for the inclusion and accommodation of English language learners in state assessment programs during 1998-1999*. Arlington, VA: The George Washington University, Center for Equity and Excellence in Education.
- Sato, E., Worth, P., Gallagher, C., Lagunoff, R., & McKeag, H. (2007). *Guidelines for ensuring the technical quality of assessments affecting English language learners and students with disabilities: Development and implementation of regulations*. Washington, DC: WestEd, Assessment and Accountability Comprehensive Center. Retrieved from http://www.aacompcenter.org/cs/aacc/print/htdocs/aacc/resources_sp.htm
- Shafer Willner, L., Rivera, C., & Acosta, B. (2008). *Descriptive study of state assessment policies for accommodating English language learners*. Arlington, VA: The George Washington University Center for Equity and Excellence in Education.
- Solano-Flores, G. (2006). Language, dialect, and register: Sociolinguistics and the estimation of measurement error in the testing of English language learners. *Teachers College Record*, 108(11), 2354-2379.
- Solano-Flores, G. & Trumbull, E. (2008). In what language should English language learners be tested? In R. Kopriva (Ed.), *Improving testing for English language learners: A comprehensive approach to designing, building, implementing and interpreting better academic assessments* (pp. 169). New York, NY: Routledge.
- U.S. Congress. (2002). *No Child Left Behind Act*. Public Law 107-110. Washington, DC: Government Printing Office. Retrieved September 12, 2005, from <http://www.ed.gov/inits.nclb>.

