



Special Topics in English Learner Programming Monthly Webinar

Testing Accommodations for English
Learners

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Welcome

**Welcome to OSSE's
Special Topics in English Learner Programming
Webinar for
October 2019!**

Accommodations for English Learners

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Objectives

The Office of the State Superintendent of Education (OSSE) supports the use of appropriate testing accommodations for all District of Columbia English learner students (ELs).

Part II of OSSE's Testing Accommodations Guide was created to ensure that:

- Participation in assessments for ELs is consistent in all District of Columbia districts, schools, and programs;
- Appropriate accessibility features are provided to students who need them;
- Appropriate accommodations are provided to all eligible qualified students; and
- Accommodations used in assessment are also used in daily instruction.

The guide provides an overview of each accommodation for ELs, its intended use, and eligibility criteria.



Objectives

By the end of this webinar, participants will understand:

- The difference between the accommodations in Part II of OSSE's Testing Accommodations guide and accommodations provide by PARCC and WIDA
- Each accommodation for ELs including their intended uses and eligibility criteria
- The function of an EL Accommodation Committee
- Considerations for selecting EL accommodations for testing and instruction
- Amending accommodations.



Background



Commitment

OSSE is committed to ensuring that statewide assessments are accessible to the widest possible number of students, including ELs and ELs with disabilities.

OSSE supports the use of appropriate testing accommodations for all District of Columbia's ELs and ELs with disabilities who need them.

OSSE has developed guidance to ensure that:

- Participation in assessments for ELs and ELs with disabilities is consistent in all District of Columbia local education agencies (LEAs), schools and programs;
- Appropriate accommodations are provided to all eligible qualified students; and
- Accommodations used in assessment are also used in daily instruction.



The Guide

The 2018-19 Testing Accommodations Guide: Part 2 (English Learners) is the most current version of the guide and is located here:

<https://osse.dc.gov/publication/2018-19-testing-accommodations-guide-part-2-english-learners>.

Accommodations are available to ELs only if identified in advance through documentation in an EL plan. To the extent possible, accommodations should:

- Provide equitable access during instruction and assessments;
- Mitigate the effects of a student's English language proficiency level;
- Not reduce learning or performance expectations;
- Not change the construct being assessed; and
- Not compromise the integrity or validity of the assessment.



Accommodations are intended to reduce and/or eliminate the effects of a student's English language proficiency level; however, **accommodations should never reduce learning expectations by reducing the scope, complexity, or rigor of an assessment.**

Moreover, accommodations provided to a student on statewide assessments must be generally consistent with those provided for classroom instruction and classroom assessments.



Eligibility

EL accommodations are available only to students who meet the any of the following three eligibility requirements:

1. Any student identified as EL, including those students whose parents have refused English language instructional program services, is eligible for accommodations on any statewide assessment;
2. Any student in “EL Monitoring” status, or a student who scored an overall composite score of 5.0 or above on ACCESS for ELLs, is exited from an English language instructional educational program, and is monitored for academic success for **two consecutive years** (please note that students in monitor status are eligible for only certain accommodations); or
3. An EL who has either an individualized education plan (IEP) or a 504 Plan is considered an EL with disabilities, and may receive additional accommodations as identified in that plan. ELs with disabilities are eligible for accommodations in both Part I and Part II of the Testing Accommodations Guide.



Documentation

Accommodations must be documented in the student's Student Registration/Personal Needs Profile (SR/PNP) and in the student's EL plan (if applicable).

The PNP does not capture all accommodations that an EL student may receive. However, the student's EL plan should document all accommodations assigned to the student.

All assigned accommodations must be made available during the actual test.



The Accommodations



PARCC and WIDA Accommodations

It is important to note that PARCC and WIDA issue guidance on the use of the accommodations for ELs that they have designed for their assessments.

For more information on PARCC's accommodations for ELs, visit <https://parcc.pearson.com/manuals/>.

Accommodations on WIDA's ACCESS for ELLs 2.0 are designed for students with disabilities. For more information on WIDA's accommodations for ELs on ACCESS for ELLs 2.0, visit <https://osse.dc.gov/publication/wida-accessibility-and-accommodations-supplement>. *These accommodations are not intended for use on WIDA's English language proficiency screening tools.

The following list of accommodations is provided by the OSSE Testing Accommodations Guide: Part 2 (English Learners).



Extended Time

PARCC ELA	PARCC Mathematics	DC Science	MSAA ELA & Mathematics	DLM	ACCESS for ELLs 2.0 (ELs with Disabilities)
Extended Time			n/a	Extended Testing Time Within the School Day	



Directions Clarified

PARCC ELA	PARCC Mathematics	DC Science	MSAA ELA & Mathematics	DLM	ACCESS for ELLs 2.0 (ELs with Disabilities)
General Administration Directions Clarified in Student's Native Language (by Test Administrator)			n/a	General Administration Directions Clarified in Student's Native Language (by Test Administrator)	n/a



Directions Read Aloud and Repeated

PARCC ELA	PARCC Mathematics	DC Science	MSAA ELA & Mathematics	DLM	ACCESS for ELLs 2.0 (ELs with Disabilities)
General Administration Directions Read Aloud and Repeated as Needed in Student's Native Language (by Test Administrator)			n/a	General Administration Directions Read Aloud and Repeated as Needed in Student's Native Language (by Test Administrator)	n/a



Scribe

PARCC ELA	PARCC Mathematics	DC Science	MSAA ELA & Mathematics	DLM	ACCESS for ELLs 2.0 (ELs with Disabilities)
n/a	Mathematics and Science Response Speech-to-Text or Human Scribe		n/a		Scribe (Listening, Reading)



Dictionary

PARCC ELA	PARCC Mathematics	DC Science	MSAA ELA & Mathematics	DLM	ACCESS for ELLs 2.0 (ELs with Disabilities)
Word-to-Word Dictionary (English/Native Language)			n/a	Word-to-Word (English/Native Language)	n/a



Transadaptation in Spanish

PARCC ELA	PARCC Mathematics	DC Science	MCAA ELA & Mathematics	DLM	ACCESS for ELLs 2.0 (ELs with Disabilities)
n/a	Online Transadaptation of the Mathematics and Science Assessments in Spanish		n/a	Transadaptation in Spanish	n/a



Paper-Based Test (ELs w/Disabilities)

PARCC ELA	PARCC Mathematics	DC Science	MCAA ELA & Mathematics	DLM	ACCESS for ELLs 2.0 (ELs with Disabilities)
n/a	Paper-Based Edition of the Mathematics & Science Assessments in Spanish for ELs with Disabilities Only		n/a	n/a	n/a



Large Print (ELs w/Disabilities)

PARCC ELA	PARCC Mathematics	DC Science	MSAA ELA & Mathematics	DLM	ACCESS for ELLs 2.0 (ELs with Disabilities)
n/a	Large Print Edition of the Mathematics Assessments in Spanish	n/a		n/a	n/a



Human Reader or Text-to-Speech

PARCC ELA	PARCC Mathematics	DC Science	MSAA ELA & Mathematics	DLM	ACCESS for ELLs 2.0 (ELs with Disabilities)
n/a	Text-to-Speech* or Human Reader for the Mathematics & Science Assessments in Spanish		n/a	Human Reader or Text-to-Speech in Spanish	n/a

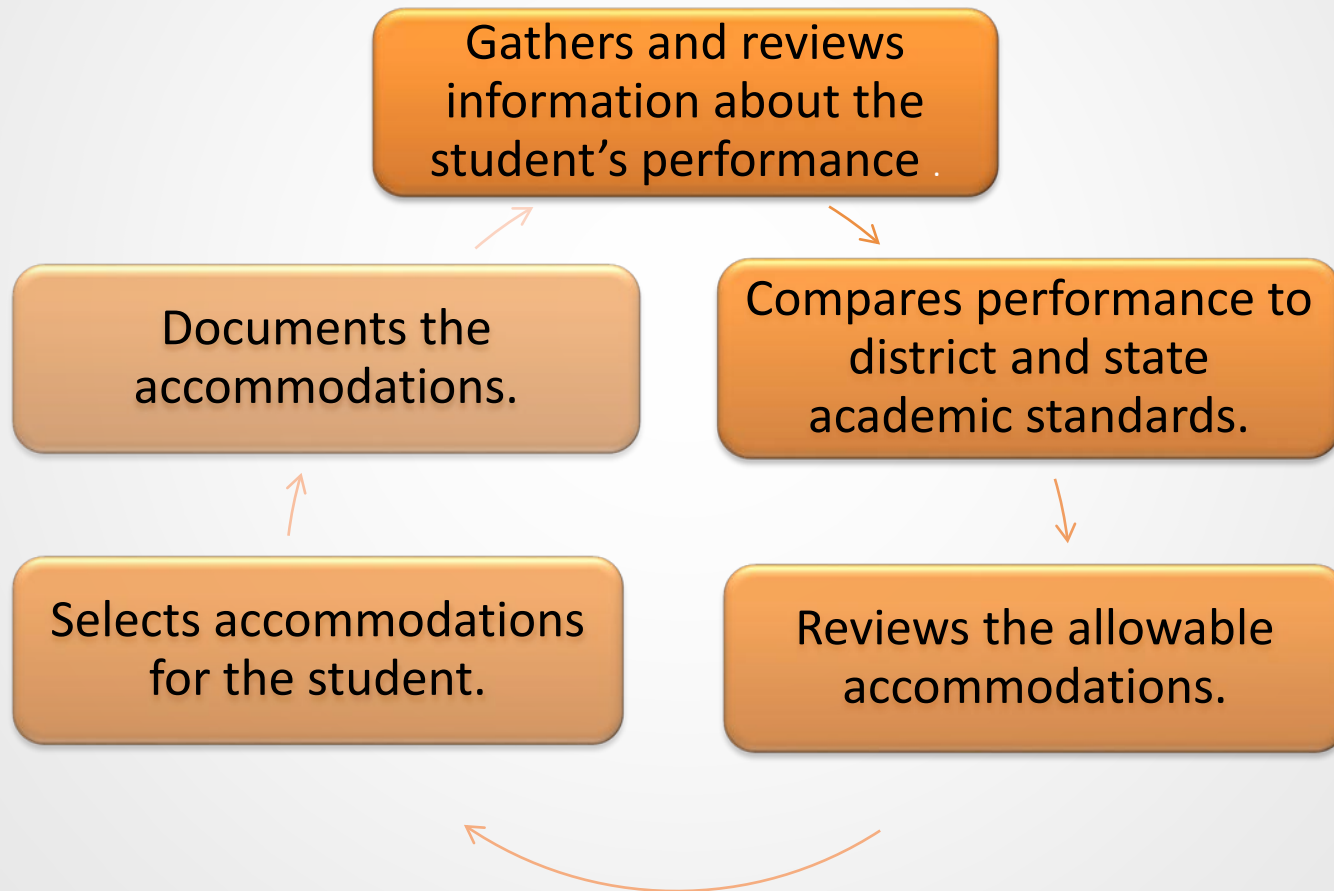


Accommodations Planning



EL Accommodation Committee

The purpose of an EL Accommodation Committee is to determine appropriate linguistic support for ELs during instruction and assessment.





Convene an EL Accommodation Committee

Effective decision-making about appropriate testing accommodations begins well before testing day and should be part of sound instructional decisions.

Decisions about testing accommodations for ELs should be made by more than one individual. Individuals involved in the decision might include:

- ESL/bilingual teachers
- General educators who work with the student (content area teachers)
- School/district test coordinators
- School administrators
- Students (especially at middle and high school levels)
- Guidance counselor



ELs With Disabilities

ELs with IEPs may receive **both** the accommodations listed in their IEPs **and** EL accommodations. The information on allowable disabilities accommodations is found in the OSSE Testing Accommodations Manual: Part 1.

An accommodation to address a direct or linguistic need may not be an appropriate accommodation to meet a disability need, so careful consideration and coordination of accommodations must occur.

EL professionals and special education professionals **must** work together to determine the appropriate accommodations in each unique situation. Student and parent input is also valuable.

The need for accommodations must be documented in the student's IEP or 504 plan.



ELs With Disabilities

The teams (the EL Accommodation Committee and the IEP or 504 team) should meet to:

- 1) Determine the appropriate accommodations that address the student's linguistic needs and disability;
- 2) Discuss the effective implementation of the accommodations; and,
- 3) Determine the effectiveness of such accommodations.

Making decisions in isolation from the rest of the professional team involved with the student can result in an inappropriate accommodation plan or inconsistent use of accommodations for the student.



Procedure for Assigning Accommodations

ELs with accommodations matched to their linguistic and cultural needs scored higher than (a) ELs with “incomplete” accommodations (i.e., accommodations that do not match EL-responsive criteria), and (b) ELs who were not assigned any accommodations at all (Kopriva, Emick, Hipolito-Delgado, & Cameron, 2007).

Appropriate accommodation support enables ELs to better demonstrate their knowledge of the content being assessed more accurately.¹

The EL Accommodation Committee should ask the student’s teacher(s) for formative assessment data and student test scores in order to best match instructional interventions and assessment accommodations to student needs.



Assigning Accommodations

A. Individualize Rather than taking a “one size fits all” approach, recognize that ELs are a heterogeneous group. Accordingly, each EL requiring accommodations should have accommodations that best match his/her needs.

B. Language Considerations Consider the student’s level of language proficiency in English, in the native language, and in the language in which instruction is delivered to the student.

C. Increase the Likelihood of Effective Use During Assessment

Base selections on factors that ensure accommodations are useful to the student. Grade level, age, time in US schools, and affective characteristics may all impact student ability to use EL accommodations.

For planning purposes, page 12 of the [Testing Accommodations Guide: Part 2](#) offers recommended accommodations by English language proficiency level.



Assigning Accommodations

C. Increase Effective Use

Listed below are a few best practices that teams can take to increase effective use of selected accommodations:

- 1. **Include the student in the process of assigning accommodations** to ensure use of the accommodation and student understanding of its use.
- 2. If the student is unfamiliar with standardized testing or computer-based testing, provide **test preparation activities** prior to the assessment.
- 3. Offer opportunities to **use the accommodations prior to the assessment** during instruction.
- 4. When appropriate, implement test administration practices, such as **preferential seating, test administered by familiar person, and small group testing**. Because these practices are available to all students, they are not considered test accommodations for ELs. However, these practices may be important for reducing student anxiety and facilitating test administration, which may lead to more accurate test results.



Accommodation Evaluation

Evaluate and Improve Accommodations Use

The EL Accommodation Committee should schedule time to debrief on how well the accommodations are working.

Were all accommodations selected based on the student's unique needs?

Were the accommodations used consistently for instruction and assessment?

Gather information on the implementation of accommodation, for example:

- Observations conducted during test administration
- Interviews with test administrators
- Interviews with students

If, after an evaluation, the EL Accommodation Committee determines the student needs more, fewer, or different accommodations, the amendments should be documented.



Accommodation Evaluation

Questions to Guide Evaluation of Accommodation Use (Focus on Administration)

1. Are students receiving accommodations as documented in their student folder?
2. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?
3. How many ELs are receiving accommodations?
4. How well do students who receive accommodations perform on state and local assessments?
5. If students are not meeting the expected level of performance, is it due to the students not having had access to the necessary instruction, not receiving the accommodation, using the accommodations that were not effective, length of time in the US, or language proficiency level?



Questions to Guide Evaluation of Accommodation Use (Focus on Student)

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



Summary

Accommodations, if needed, are provided to allow ELs equitable access during instruction and assessments.

- Testing accommodations are available for ELs who need them.
- The accommodations should be selected by an EL Accommodation Committee.
- EL testing accommodations may be used during instruction.
- ELs with disabilities may receive accommodations to support their English language development, if needed.
- Evaluate the usefulness of the selected accommodations.



DIVISION OF TEACHING & LEARNING

Professional Development
Training Opportunities



TAL Professional Development Team

The Division of Teaching and Learning's (TAL) Professional Development Team works to deliver responsive systems of professional learning and high-quality technical support to District LEAs and schools. The team supports a wide range of topics and interventions through professional development, direct LEA/school-based support, the facilitation of communities of practice, and through city-wide convenings.



TAL Professional Development Team

I have a question about...	Point of Contact
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Resources

OSSE's [Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia](#) is now available for download.

Quality Programs for English Learners - A School Readiness Reflection Tool is available in editable form [here](#).

OSSE's EL webpage is osse.dc.org/page/english-learners-els.

On-site technical assistance and EL program support is available! EL programs may contact Anika.Harris@dc.gov or Jennifer.Norton@dc.gov. Dual language programs may contact Santiago.Sanchez@dc.gov.



Upcoming Events

Subscribe to the new Teaching and Learning PD Bulletin by [clicking here!](#)

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[Special Topics in English Learner Programming Novemer Webinar: Difference vs. Disability](#)

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| Thank you!