



Testing Accommodations Guide

Part II: English Language Learners

2018-19

**A Guide to the Selection and Identification of Accommodations on District of Columbia
Statewide Assessments for English Learners**

Introduction

The Office of the State Superintendent of Education (OSSE) supports the use of appropriate testing accommodations for all District of Columbia's students with disabilities (SWDs), English learners (ELs), and ELs with disabilities. The 2018-19 Testing Accommodations Guide was created to ensure that:

- Participation in assessments for SWDs and 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 information and requirements described in Part II of this guide apply to ELs taking content-specific statewide assessments and to ELs taking the World-Class Instructional Design and Assessment (WIDA) ACCESS for ELLs 2.0 assessment. Please note that the accommodations for ELs taking content-specific statewide assessments may not be appropriate for the English language proficiency test, because it focuses on language proficiency rather than content area knowledge and skills. For more information regarding accommodations on English language proficiency tests, visit the [WIDA website](#).

Part II of this guide provides an overview of each accommodation for ELs, its intended use, and eligibility criteria. Additionally, this manual connects each accommodation to its equivalent accommodation, accessibility feature, or administrative consideration specific to each DC statewide assessment.

Additional materials and technical assistance are available to help school personnel become more familiar with information presented in this manual. Please contact the OSSE Office of Data, Assessment, and Research (DAR) for further information at OSSE.Assessment@dc.gov or visit the [OSSE Testing Accommodations website](#).

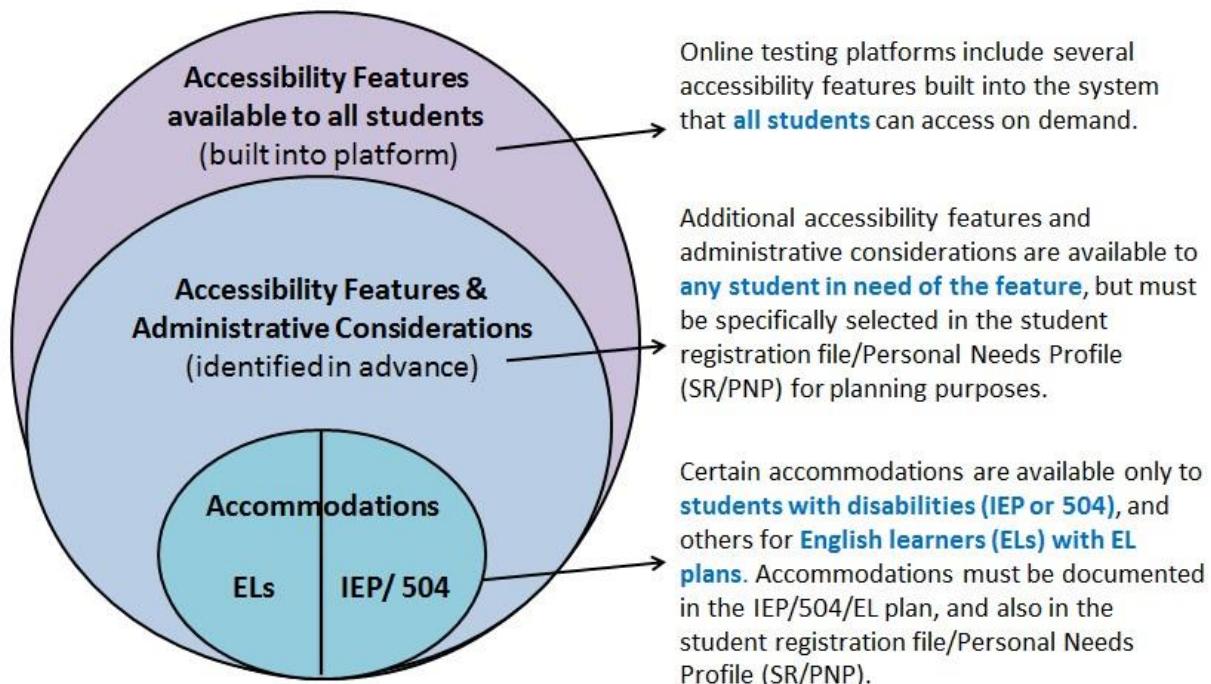
Overview of District of Columbia Statewide Assessments

The District of Columbia administers multiple assessments annually in accordance with District and federal law. These statewide assessments are an important source of data on students' progress and performance relative to the District's educational standards. The District of Columbia administers a system of Next Generation Assessments (NGA) aligned to the [Common Core State Standards](#) and [Next Generation Science Standards](#), which have been adopted by the DC State Board of Education. These assessments are also technology- and computer-enhanced. This has been a major transition, which began in the 2014-15 school year, but one that allows students in the District to demonstrate their knowledge in a more accurate and engaging way. Statewide Next Generation Assessments include:

- [Partnership for Assessment of Readiness for College and Careers \(PARCC\) Assessments in English Language Arts/Literacy \(ELA\) and Mathematics](#)
- [DC Science Assessment](#)
- [Alternate Assessments \(Multi-State Alternate Assessment \[MSAA\] in ELA and Mathematics](#)
- [Dynamic Learning Maps \(DLM\) in Science](#)
- [ACCESS for ELLs 2.0 English Language Proficiency Assessment and Alt ACCESS for ELLs 2.0](#)

For more information, visit the [OSSE Statewide Assessments](#) website.

System of Accessibility Features and Accommodations for Statewide Assessments in the District of Columbia



Accommodations are available only to students with disabilities, ELs, and ELs with disabilities, and only if identified in advance through documentation in an IEP, 504 plan, or EL plan. To the extent possible, accommodations should:

- Provide equitable access during instruction and assessments;
- Mitigate the effects of a student's disability;
- 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 disability and/or 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.

Accessibility features increase access to test content on a particular test, and are available for use by **all students who need them**, not just students with disabilities and English learners. Some features are available on demand for all students because they are built into the test platform. These do not need to be identified in advance for test administration planning purposes. Other accessibility features are also available to any student, but only when activated, or 'turned on,' within a student's individual test platform, therefore they must be identified in advance for students who need them.

Similarly, **administrative considerations** may be granted to any student who may benefit from them, at the discretion of school leaders. Administrative considerations are not tied to the testing platform, but rather, are

decisions made about a student’s testing environment (e.g., small group testing, special seating arrangement, or frequent breaks). School leaders must decide in advance which students need these features, as the school test plan will need to reflect them.

Detailed test administration guidance on the accessibility features for all students available for the PARCC assessments can be found in the [PARCC Accessibility Features and Accommodations Manual – Sixth Edition](#).

Eligibility for English Learner Accommodations

Accommodations detailed in Part II of this guide are available only to students who meet the following eligibility requirements:

- 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;
- 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
- An EL who has either an Individual Educational Program (IEP) or a 504 Plan is considered 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 this guide.

Students are identified as EL once they have been appropriately identified and screened. For further information, refer to OSSE’s [English learner identification and screening guidance in “Delivering Education Services to English Learners: A Guidebook for Administrators, Instructional Leaders, and Teachers in the District of Columbia.”](#)

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.

Test Administration and Implementation of Testing Accommodations

Accommodations are one of the primary strategies for ensuring that ELs who are included in content-specific statewide assessments are more likely to be assessed on their knowledge of the content rather than their English language proficiency. Accommodations are intended to reduce the effects of a student’s disability and/or English language proficiency level but not to reduce learning expectations. Additionally, accommodations should never be used for the first time on a state assessment. Testing accommodations should be introduced to the student in a classroom or practice environment prior to statewide assessments to determine their appropriateness and effectiveness.

Each DC statewide assessment has its own guidelines for test administration. The implementation of each accommodation may vary from assessment to assessment. Despite differences in implementing accommodations, eligibility requirements for accommodations remain consistent across all statewide assessments. Where there are differences, students eligible to receive accommodations must receive an equivalent accommodation. LEA and school testing coordinators should ensure all staff members who will assist in the administration of each assessment are familiar with all applicable guidelines for DC testing.

Testing Accommodations Available to English Learners in the District of Columbia

The table below outlines the accommodations available for ELs for each statewide assessment and brief administration guidance. It also provides a crosswalk of the terminology used in SEDS. This table **does not** include the full list of accessibility features and administrative considerations available to all students, including English learners. Please refer to the assessment-specific Test Administrator Manuals and Accommodations Manuals as well as the 2018-19 Accessibility Features Guide for a full list of the accessibility features available to all students.

IMPORTANT NOTE: All Test Coordinators, Test Administrators, and other staff responsible for selecting, administering, and monitoring accommodations for PARCC assessments should review the full detailed guidance found in the [PARCC Accessibility Features and Accommodations Manual – Sixth Edition](#). This guide does not include full administrative guidance for each feature/accommodation.

Accommodations for English Learners								
SEDS Statewide Testing Accommodations	PARCC ELA 2018-19	PARCC Mathematics 2018-19	DC Science 2018-19	MSAA ELA & Mathematics 2018-19	DLM 2018-19	ACCESS for ELLs 2.0 2018-19 ¹ (ELs with disabilities)		
						L R S W		
Extended Time	Extended Time <i>Student has until the end of the school day to complete a single test unit administered during the prescribed testing window. It is recommended to test students receiving the extended time accommodation in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test unit by the end of the school day.</i>			n/a <i>MSAA and DLM are untimed tests.</i>		Extended Testing Time Within the School Day <i>May have up to twice the recommended time to complete testing.</i>		
General Administration Directions Clarified in Student's Native Language (by Test Administrator)	General Administration Directions Clarified as Needed in Student's Native Language (by Test Administrator) <i>Test administrator clarifies general administration instructions only. No part of the test may be clarified or translated. Test administrators providing this accommodation should be literate and fluent in English, as well as in the student's native language. If this is unable, then the test administrator may be assisted by a translator who speaks the language of the student. Students should be given ample time to process directions and ask clarifying questions about the directions. Students must be tested in a separate setting with other students needing the same accommodation to minimize distractions.</i>			n/a	General Administration Directions Clarified as Needed in Student's Native Language (by Test Administrator) <i>Test administrator clarifies general administration instructions only</i>	n/a		
General Administration Directions Read Aloud and Repeated as Needed in Student's Native Language (by test administrator)	General Administration Directions Read Aloud and Repeated in Student's Native Language (by Test Administrator) <i>Test administrator reads aloud and/or repeats the general administration directions only. No passages or test items may be clarified. Test administrators providing this accommodation should be literate and fluent in English, as well as the student's native language. Students should be given ample time to process directions and ask clarifying questions. Students must be tested in a separate setting with other students needing the same accommodation to minimize distractions. PARCC provides test administration directions in the following languages: Arabic, Chinese Mandarin, Haitian Creole, Navajo, Polish, Portuguese, Russian, Spanish, Urdu, and Vietnamese.</i>			n/a	General Administration Directions Read Aloud and Repeated in Student's Native Language (by Test Administrator) <i>Test administrator reads aloud and/or repeats the general administration directions only.</i>	n/a		

¹ The language domains are indicated in the chart as follows: L = Listening, R = Reading, S = Speaking, W = Writing.

Accommodations for English Learners							
SEDS Statewide Testing Accommodations	PARCC ELA 2018-19	PARCC Mathematics 2018-19	DC Science 2018-19	MSAA ELA & Mathematics 2018-19	DLM 2018-19	ACCESS for ELLs 2.0 2018-19 ² (ELs with disabilities)	
						L	R
Scribe or Speech-to-Text: Responses Dictated in English	n/a	Mathematics and Science Response Speech-to-Text or Human Scribe		n/a		Scribe <i>Available to ELs who have physical disabilities that prevent independent computer input even with adaptive equipment, the inability to hold a writing instrument, or express written language. Responses must be scribed verbatim on screen or in appear test booklet at the time of testing by the test administrator.</i> L, R	
Word-to-Word Dictionary	Word-to-Word (English/Native Language) <i>Student uses a published bilingual, word-to-word dictionary that does not include definitions, phrases, sentences or pictures. The student should be familiar with the dictionary they will use on the test. Students should be given ample time to complete the test using this accommodation. If no printed word-to-word dictionary can be found for a specific language, an electronic translator may be used. The device may not connect to the internet or store information; therefore, web-based translators are not allowed.</i>		n/a	Word-to-Word (English/Native Language) <i>Student uses a published bilingual, word-to-word dictionary that does not include definitions, phrases, sentences or pictures.</i>	n/a		
Transadaptation in Spanish	n/a	Online Transadaptation of the Mathematics and Science Assessments in Spanish <i>Student takes PARCC Math and DC Science computer-based assessments with all test content presented in Spanish. This accommodation is also available to non-EL students enrolled in bilingual/Spanish math classes, at the discretion of the school. Transadaptation of the full PARCC math and DC Science test content is only available for Spanish, and is not available in any other language. Ad-hoc translation of secure test content by test administrators or other personnel is not allowed and will result in a test security violation and test invalidation.</i>		n/a	Transadaptation in Spanish <i>Transadaptation must be conducted in real time as test administrators not allowed to access testlets in advance of a student testing.</i>	n/a	

² The language domains are indicated in the chart as follows: L = Listening, R = Reading, S = Speaking, W = Writing.

Accommodations for English Learners								
SEDS Statewide Testing Accommodations	PARCC ELA 2018-19	PARCC Mathematics 2018-19	DC Science 2018-19	MSAA ELA & Mathematics 2018-19	DLM 2018-19	ACCESS for ELLs 2.0 2018-19 ³ (ELs with disabilities)		
						L	R	
Paper-Based Edition in Spanish *for Students with Disabilities Only	n/a	<p>Paper-Based Edition of the Mathematics & Science Assessments in Spanish</p> <p><i>Student takes PARCC Math & DC Science paper-based assessment with all test content presented in Spanish. This accommodation is only to be used for students with disabilities who are also ELs. Transadaptation of the full PARCC math test content is only available for Spanish, and is not available in any other language. Ad-hoc translation of secure test content by test administrators or other personnel is not allowed and will result in a test security violation and test invalidation.</i></p>		n/a		n/a		
Large Print Edition in Spanish *for Students with Disabilities Only	n/a	<p>Large Print Edition of the Mathematics Assessments in Spanish</p> <p><i>Student with visual impairment and large print accommodation noted in an IEP takes PARCC Math paper-based assessment with all test content presented in Spanish. This accommodation should only be used for students with visual impairment who are also EL. Ad-hoc translation of secure test content by test administrators or other personnel is not allowed and will result in a test security violation and test invalidation.</i></p>	n/a	n/a		n/a		

³ The language domains are indicated in the chart as follows: L = Listening, R = Reading, S = Speaking, W = Writing.

Accommodations for English Learners							
SEDS Statewide Testing Accommodations	PARCC ELA 2018-19	PARCC Mathematics 2018-19	DC Science 2018-19	MSAA ELA & Mathematics 2018-19	DLM 2018-19	ACCESS for ELLs 2.0 2018-19 ⁴ (ELs with disabilities)	
						L	R
Human Reader or Text- to-Speech in Spanish	n/a	<p>Text-to-Speech* or Human Reader for the Mathematics & Science Assessments in Spanish</p> <p><i>Human reader and the text-to-speech* in Spanish present all PARCC Math and DC Science test content in Spanish, in tandem with the Spanish online transadaptation and/or print edition. Human readers will be provided with a script in Spanish to match Spanish paper-based edition of the PARCC Math and DC Science assessments. For further guidance on administering this accommodation, please see the PARCC Accommodations Manual, Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy Assessments, and the Human Reader Accessibility Feature for Mathematics Assessment. With the text-to-speech player, PARCC Math is read aloud to the student in Spanish using embedded text-to-speech software, and all test content on the screen is presented in Spanish. Students must be tested in a separate setting if unable to wear headphones. This accommodation is not available in any other languages. Ad-hoc translation of secure test content by test administrators or other personnel is not allowed and will result in a test security violation and test invalidation.</i></p> <p>*Text-to-Speech is not available for DC Science</p>	n/a	<p>Human Reader or Text- to-Speech in Spanish</p> <p><i>The DLM alternate assessment supplies test administrators with instructions regarding allowable supports based on each student's unique combination of language-related and disability-related needs and on the specific construct measured by a particular testlet. The test administrator will receive a TIP for each testlet. The TIP includes information about exceptions to the general rule of allowable translation. Unless exceptions are noted, test administrators may do the following:</i></p> <ul style="list-style-type: none"> -translate the text 	n/a		

⁴ The language domains are indicated in the chart as follows: L = Listening, R = Reading, S = Speaking, W = Writing.

				<p><i>-simplify testlet instructions -translate words on demand -provide synonyms or definitions (Students may use their version of a dictionary if needed, such as word lists and communication symbols. The dictionary is to be familiar to the student and have been used during instruction) -accept responses in either English or the student's native language</i></p>	
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Guidelines for Matching Accommodations to a Student's Overall ELP Level

The purpose of the World-Class Instructional Design and Assessment (WIDA®) Consortium's ACCESS for ELLs is to monitor student progress in English Language Proficiency (ELP) on a yearly basis and to serve as a criterion to aid in determining when ELs have attained full language proficiency. WIDA determines ELP levels based on an Overall or Composite Score, which combines and interprets scores on all four language domains (Listening, Speaking, Reading, and Writing).

The table below aligns the PARCC definition of ELs with WIDA's ACCESS for ELLs ELP levels. EL teams are advised to match students' prior year ELP levels to the PARCC beginning/intermediate/advanced definition as a guideline for which accommodations may be appropriate.

Composite English Language Proficiency (ELP) levels linked to PARCC's definition	
WIDA ACCESS for ELLs 2.0 ELP Levels	PARCC Definition
Level 1	Entering
Level 2	
Level 3	Emerging
Level 4	
Level 5	Developing
Level 6	
Level 7	Expanding
Level 8	
Level 9	Bridging
Level 10	
Level 11	Advanced
Level 12	

Not every EL student should be receiving all EL accommodations. When assigning accommodations to an EL student, there are three kinds of factors to consider: 1) the student's ELP level, 2) the student's literacy in his or her native language, and 3) background factors that may impact accommodations, such as grade and age, time in English-speaking schools, and the student's comfort using English in an assessment context.

Though testing accommodations for ELs are mostly designed for students with beginning and intermediate English Language proficiency, it is important to note that advanced students who have been exited from English language instructional program services in the past two years based on ELP levels 5 or higher, in "EL Monitoring" status, are also eligible for certain accommodations detailed in this manual.

The table below lists the available accommodations and provides recommendations regarding the effectiveness of the accommodation based on the corresponding English Language Proficiency (ELP) level of the student.

Accommodations	Most likely to benefit ELs at this ELP Level		
	Beginning	Intermediate	Advanced
Extended Time	▲	▲	▲
General Administration Directions Clarified in Student's Native Language (by test administrator)	▲	●	○
General Administration Directions Read Aloud and Repeated as Needed in Student's Native Language (by test administrator)	▲	●	○
Scribe or Speech-to-Text: Responses Dictated for PARCC Math and DC Science	▲	●	○
Word-to-Word Dictionary (English / Native Language)	●	▲	▲
Online Transadaptation of PARCC Math and DC Science in Spanish	▲	●	○
Paper-Based Edition of PARCC Math and DC Science in Spanish	▲	●	○
Large Print Edition of PARCC Math in Spanish	▲	●	○
Human Reader or Text-to-Speech for PARCC Math and DC Science in Spanish	▲	●	○

TABLE KEY:

- ▲ Highly recommended for use by ELs at this ELP level
- Recommended for use by ELs at this ELP Level
- May not be appropriate for students at this ELP level