



OSSE OFFICE OF DATA, ACCOUNTABILITY AND RESEARCH

**District of Columbia Office of the
State Superintendent of Education**

Testing Accommodations Manual

Part II: English Language Learners

2015-2016

**A Guide to the Use of Accommodations for English Language Learners
on District of Columbia Statewide Assessments**

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) and English language learners (ELLs). The 2015-2016 OSSE Testing Accommodations Manual has been created to ensure the following:

- Participation in assessments for SWDs and ELLs is consistent in all District of Columbia districts, schools and programs;
- 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 manual apply to ELLs taking content-specific statewide assessments. The accommodations for ELLs detailed here may not be appropriate for an English language proficiency test, such as World-Class Instructional Design and Assessment (WIDA) ACCESS 2.0, 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 manual provides an overview of each accommodation for ELLs, 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 (e.g., PARCC ELA/Literacy, PARCC Mathematics, DC Science 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, Accountability 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 DC and federal law. These statewide assessments are an important source of data on students' progress and performance relative to DC's educational standards. In the 2014-15 school year, DC transitioned to a system of Next Generation Assessments that will continue to be used in the 2015-16 school year. These new assessments are 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 was a major transition, but one that allows DC students to demonstrate their knowledge in a more accurate and engaging way. The Next Generation Assessment transitions include:

- [Partnership for Assessment of Readiness for College and Careers \(PARCC\)](#)
- [DC Science Assessment](#)
- [Alternate Assessments \(NCSC and DC Science Alternate\)](#)

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

Eligibility for English Language Learner Accommodations

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

- Any student identified as ELL, including those students whose parents have refused English language instructional program services, is eligible for accommodations on any statewide assessment;
- Any student in “ELL 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; or
- An ELL who has either an Individual Educational Plan (IEP) or a 504 Plan is considered ELL with disabilities, and may receive additional accommodations as identified in that plan. ELLs with disabilities are eligible for accommodations in both [Part I](#) and Part II of this manual.

Students are identified as ELL once they have been appropriately identified and screened. For further information, refer to OSSE’s [English Language Learner Identification and Screening Guidance](#).

Accommodations must be documented in the student’s Student Registration/Personal Needs Profile (SR/PNP) for the PARCC assessments, the student’s PNP for the DC Science Assessment, and in the student’s ELL plan (if applicable). The PNP does not capture all accommodations that an ELL student may receive. However, the student’s ELL 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 ELLs 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.

- For the PARCC Assessment, refer to the [PARCC Accessibility Features and Accommodations Manual](#).
- For the DC Science Assessment, refer to the [Science Assessment Manual and the Accommodations and Accessibility Science Crosswalk](#).

Testing Accommodations Available to English Language Learners in the District of Columbia

The table below outlines the intended use of each accommodation and connects it to its equivalent accommodation, accessibility feature, or administrative consideration specific to each statewide assessment (PARCC ELA/Literacy, PARCC Mathematics, DC Science Assessment).

| Accommodations for English Language Learners | | | |
|---|--|-------------------------------------|--|
| OSSE Statewide Testing Accommodations | PARCC ELA/Literacy Accommodations 2015-2016 | PARCC Math Accommodations 2015-2016 | Spring 2016 DC Science Assessment (Tentative List) |
| Extended Time | Extended Time | same as PARCC ELA | Extended Time |
| <p><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></p> | | | |
| General Administration Directions Clarified in Student's Native Language (by Test Administrator) | General Administration Directions Clarified in Student's Native Language | same as PARCC ELA | Directions Clarified by Test Administrator in Student's Native Language |
| <p><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></p> | | | |
| General Administration Directions Read Aloud and Repeated in Student's Native Language (by Test Administrator) | General Administration Directions Read Aloud and Repeated as Needed in Student's Native Language | same as PARCC ELA | Directions read aloud and repeated as needed. Written directions not available in other languages. |
| <p><i>Test administrator reads aloud, repeats, and/or clarifies 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></p> | | | |

| Accommodations for English Language Learners | | | |
|--|---|--|--|
| OSSE Statewide Testing Accommodations | PARCC ELA/Literacy Accommodations 2015-2016 | PARCC Math Accommodations 2015-2016 | Spring 2016 DC Science Assessment (Tentative List) |
| Scribe or Speech-to-Text: Responses Dictated in English | N/A | Mathematics Response Options: Speech-to-Text or Human Scribe | Speech-to-text not available. Use Human Scribe as needed. Student must dictate response in English to the scribe. |
| <p><i>Student dictates responses verbally, in English, to PARCC Math items either to a human scribe or through speech-to-text technology. Students must be tested in a separate setting. For further guidance on administering this accommodation, please see the PARCC Accommodations Manual, Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</i></p> | | | |
| Word-to-Word Dictionary | English/Native Language | same as PARCC ELA | English/Native Language |
| <p><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></p> | | | |
| Transadaptation in Spanish | N/A | Online Transadaptation of PARCC Math in Spanish | N/A |
| <p><i>Student takes PARCC Math computer-based assessment with all test content presented in Spanish. This accommodation is also available to non-ELL students enrolled in bilingual/Spanish math classes, at the discretion of the school. Transadaptation of the full PARCC math test content is only available for Spanish, and is not available in any other language. Transadaptation of the PARCC ELA and DC Science is not available in any 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> | | | |
| Paper-Based Edition in Spanish | N/A | Paper-Based Edition of PARCC Math in Spanish | Paper-based not available. DC Science Assessment only available in English. For ELL students with disabilities, please see 2015-16 Testing Accommodations Manual, Part I: Students with Disabilities . |
| <p><i>Student takes PARCC Math paper-based assessment with all test content presented in Spanish. This accommodation is also available to non-ELL students enrolled in bilingual/Spanish math classes, at the discretion of the school. This accommodation should only be used in schools that have received approval from OSSE to administer paper based tests, or for students with disabilities who are also ELL. Transadaptation of the full PARCC math test content is only available for Spanish, and is not available in any other language. Transadaptation of the PARCC ELA and DC Science is not available in any 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> | | | |

| Accommodations for English Language Learners | | | |
|---|---|--|--|
| OSSE Statewide Testing Accommodations | PARCC ELA/Literacy Accommodations 2015-2016 | PARCC Math Accommodations 2015-2016 | Spring 2016 DC Science Assessment (Tentative List) |
| Large Print Edition in Spanish | N/A | Large Print Edition of PARCC Math in Spanish | Paper-based not available. DC Science Assessment only available in English. Use Magnifier. |
| <p><i>Student with visual impairment and large print accommodation noted in 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 ELL. 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> | | | |
| Human Reader or Text-to-speech in Spanish | N/A | Test administrator reads aloud to student in Spanish | Text-to-speech not available. Use Human Reader in English and Bilingual word-to-word dictionary as needed. |
| | | Spanish Text-to-Speech Player | |
| <p><i>Human reader and the text-to-speech in Spanish present all PARCC Math 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 assessment. 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 Mathematic 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> | | | |

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 ELLs 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 ELLs with WIDA’s ACCESS for ELLs ELP levels. ELL 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 ELP Levels | | PARCC Definition |
| Level 1 | Entering | Beginning |
| Level 2 | Emerging | |
| Level 3 | Developing | Intermediate |
| Level 4 | Expanding | |
| Level 5 | Bridging | Advanced |
| Level 6 | Advanced | |

Not every ELL student should be receiving all ELL accommodations. When assigning accommodations to an ELL 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 ELLs 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 “ELL 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 ELLs 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/or DC Science in English | ▲ | ● | ○ |
| Word-to-Word Dictionary | ○ | ▲ | ▲ |
| Online Transadaptation of PARCC Math in Spanish | ▲ | | ○ |
| Paper-Based Edition of PARCC Math in Spanish | ▲ | ● | ○ |
| Large Print Edition of PARCC Math in Spanish | ▲ | ● | ○ |
| Human Reader or Text-to-speech for PARCC Math in Spanish | ▲ | ● | ○ |

TABLE KEY:

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