



PARCC Accommodations for English Language Learners

The universal design of PARCC assessments is expected to increase access for most students through the availability of a range of accessibility features for all students. However, some English learners may need additional accommodations during PARCC assessment administration. Additionally, English learners with disabilities are entitled to accommodations listed for students with disabilities. The table below provides a comparison of the English Language Learner accommodations available on the DC CAS and the allowable accommodations for English Learners on PARCC assessments.

PARCC Accommodation	Most likely to benefit English learners at this ELP Level	DC CAS Accommodation	DC CAS Policy	Policy for PARCC Computer-based Assessments
Extended time	Beginning Intermediate Advanced	Extended Time	Available to all students	<p>The student uses “extended time” to complete testing. A maximum of up to one school day is allowed to complete one test session during the prescribed testing window. Students who use this accommodation must be given a quiet location in which to complete the test. Please refer to the Test Administration Manual for additional information regarding test sessions and timing since teams will need to consider if the built-in-overage will meet the students’ needs.</p> <p>Refer to Appendix E for guidelines on administering the PARCC assessments with the extended time accommodation.</p>
General Administration Directions Clarified in Student’s Native Language (by test administrator)	Beginning Intermediate	Simplification of Oral Directions	<p>ELP Levels 1-4</p> <p>Limited to clarifying test directions, NOT test questions.</p>	<p>The test administrator clarifies general administration instructions only. No part of the test may be clarified or translated. 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. Test administrators providing this accommodation should be literate and fluent in English, as well as in the student’s native language.</p>



General Administration Directions Read Aloud and Repeated as Needed in Student's Native Language (by test administrator)	Beginning Intermediate	Oral reading of directions Repetition of directions	ELP Levels 1-4 Limited to test directions, not test questions.	The test administrator reads aloud, and repeats as needed, test directions in students' 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. Test administrators providing this accommodation should be literate and fluent in English, as well as the student's native language.
Scribe or Speech-to-Text: Responses Dictated for Mathematics Assessment in English	Beginning Intermediate	Not Applicable	Not Applicable	Student dictates responses in English to Mathematics test items either to a human scribe or through speech-to-text technology. Students must be tested in a separate setting.
Word-to Word Dictionary (English/Native Language)	Intermediate Advanced	English Dictionary Bilingual word-to-word dictionary	Levels 1-4 Mathematics, Science, and Health only <ul style="list-style-type: none"> • Should not be used for the first time during testing • Dictionaries that include extensive word definitions are not allowed ; • Electronic and computer dictionaries are not allowed 	Student uses bilingual, word-to-word dictionary or electronic translator. Dictionaries that include definitions or pictures are not allowed. 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 the accommodation.



Guidelines for Matching Accommodations to a Students Overall ELP Level

English learners with Beginning ELP

English learners at the beginning level have very limited proficiency in reading and writing. These students tend to experience the greatest need for accommodations but are often least equipped to use them. In general, the use of oral supports (in English) is recommended, rather than written accommodations, but even oral accommodations may not produce an effect for students at the lowest proficiency levels.

English learners with Intermediate

English learners at the Intermediate level typically have developed *some* literacy in English and can benefit from a wider range of written and oral accommodations. Decision makers should note that the need for accommodations at this level varies considerably depending upon the unique background and characteristics of the student, as well as the literacy demands of the test. Research suggests that native language accommodations, such as bilingual word-to-word dictionaries, as well as English-language accommodations, are useful at the Intermediate level. Where possible, and as needed, it may be beneficial to have *selected portions* of the text on the mathematics assessments read aloud to these students. Scribing responses may also be appropriate for these students.

English learners with Advanced ELP

English learners at the advanced level would be expected to have a decreased need for most accommodations. Native language support such as bilingual word-to-word dictionaries (and extra time to use them) may be helpful if the English learner is literate in his/her native language and has received recent instruction in that language (whether in the United States or abroad).

Composite ELP Levels Linked with PARCC definition

WIDA ACCESS for ELLs English Language Proficiency (ELP) Levels		PARCC Definition
Level 1	Entering	Beginning
Level 2	Emerging	
Level 3	Developing	Intermediate
Level 4	Expanding	
Level 5	Bridging	Advanced
Level 6	Reaching	