

Colorado Department of Education

A Walk Through of the Accommodations Manual for English Language Learners

Topics to be addressed: Linguistic Accommodations

- What are accommodations and how do they work?
- What is the Colorado state policy on accommodations?
- Why are accommodations important for ELLs?
- How might accommodations for ELLs be most effectively matched to ELL needs?

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Accommodations Manual

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Linguistic Accommodation Overview

Linguistic Accommodations

- enable ELLs to demonstrate their knowledge of test content by addressing the unique linguistic and socio-cultural needs of the students without altering the test construct
- Two types
 - Direct
 - In Direct

ELL-Responsive Accommodations Offer...

Direct Linguistic Support

- Involve adjustments to the text of the assessment with the intent of reducing the linguistic load necessary to access the content of the test.
- Can be delivered in English or the native language

Indirect Linguistic Support

- Involve adjustments to the conditions under which a test is taken to allow ELLs to more efficiently use their linguistic resources

Rivera, Collum, Shafer Willner, & Sia (2006)

Why are Linguistic Accommodations Important?

- Allow ELLs to meaningfully participate (show what they know) in state assessments (increased validity and reliability)
- Address unique linguistic and socio-cultural needs of ELLs without altering the test construct
- NCLB requires inclusion of ELLs in state accountability systems
- State assessment results are use to make many decisions

ELL Assessment Policies: True or False Quiz

1. Recently-arrived ELLs must take the Mathematics and Science assessments
2. ELLs can be excluded from ELA assessments for 3 years.
3. If an ELL does not have documentation that outlines the accommodations they must receive during regular instruction (such as an IEP), they are not allowed to use accommodations during testing.
4. Native language accommodations are not allowed during state testing.







What is the Colorado state policy on accommodations for ELLs?

- Refer to the Colorado Accommodations Manual for English Language Learners available at:
<http://www.cde.state.co.us/cdeassess/publications.html>

Direct Linguistic Support Accommodations Allowed on CSAP 1

| | R | W | M | S |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| “Teacher Read Directions” in English or Native Language | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| “Oral Script” of entire test in English or Native Language | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |









Direct Linguistic Support Accommodations Allowed on CSAP 2

| | | | | |
|------------------------------------|---|---|---|---|
| Word-to-word dictionary |  |  |  |  |
| Translated Test Lectura/ Escritura |  |  | N/A | N/A |

Direct Linguistic Support Accommodations Allowed on CSAP 3

| | | | | |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Students respond <u>orally</u> in English | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Students respond in <u>writing</u> in native language | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Students respond <u>orally</u> in native language | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Direct Linguistic Support Accommodations Allowed on CSAP 4

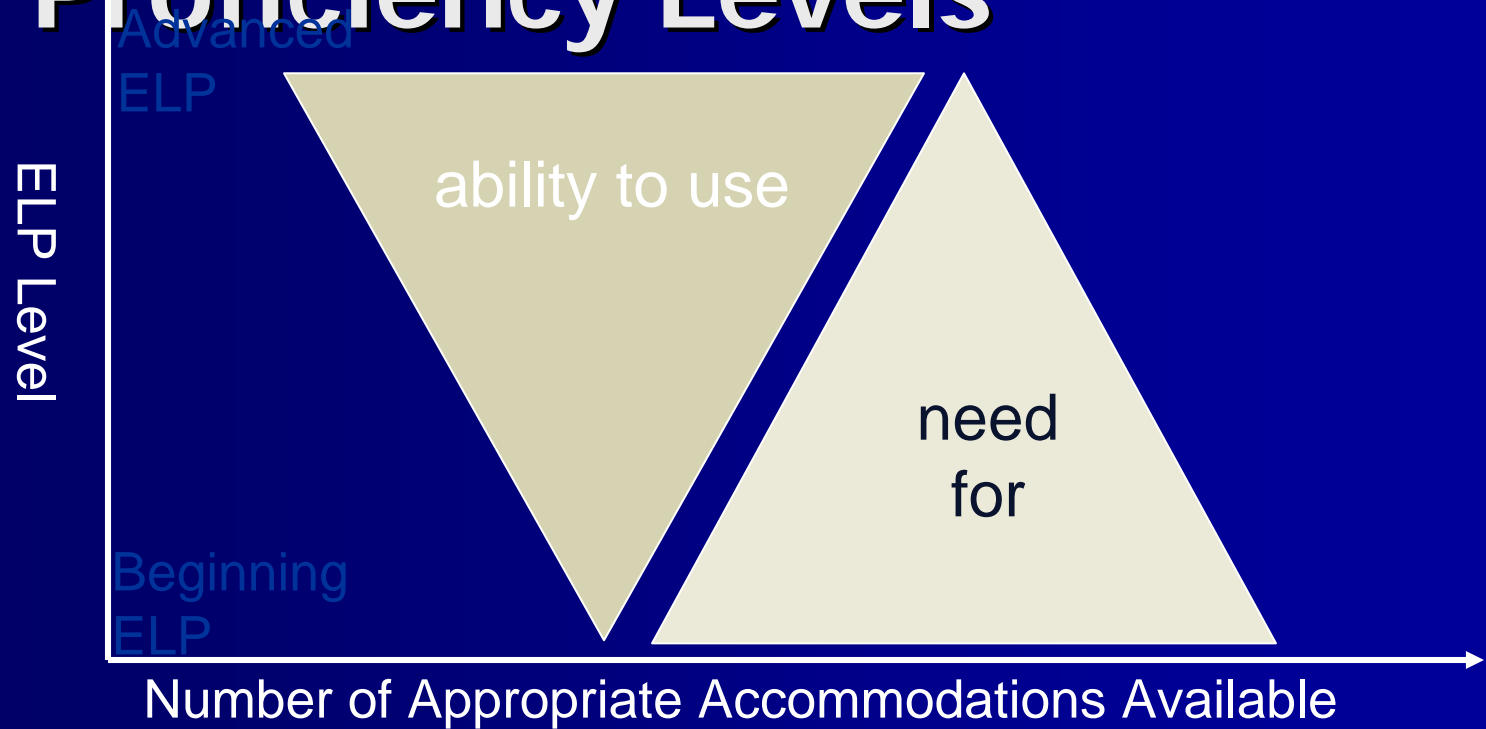
| | | | | |
|------------------------------|---|---|---|---|
| Repeat test items |  |  |  |  |
| Repeat test directions |  |  |  |  |

In Direct Linguistic Support Accommodations Allowed on CSAP 1

| | R | W | M | S |
|----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Extended timing used | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

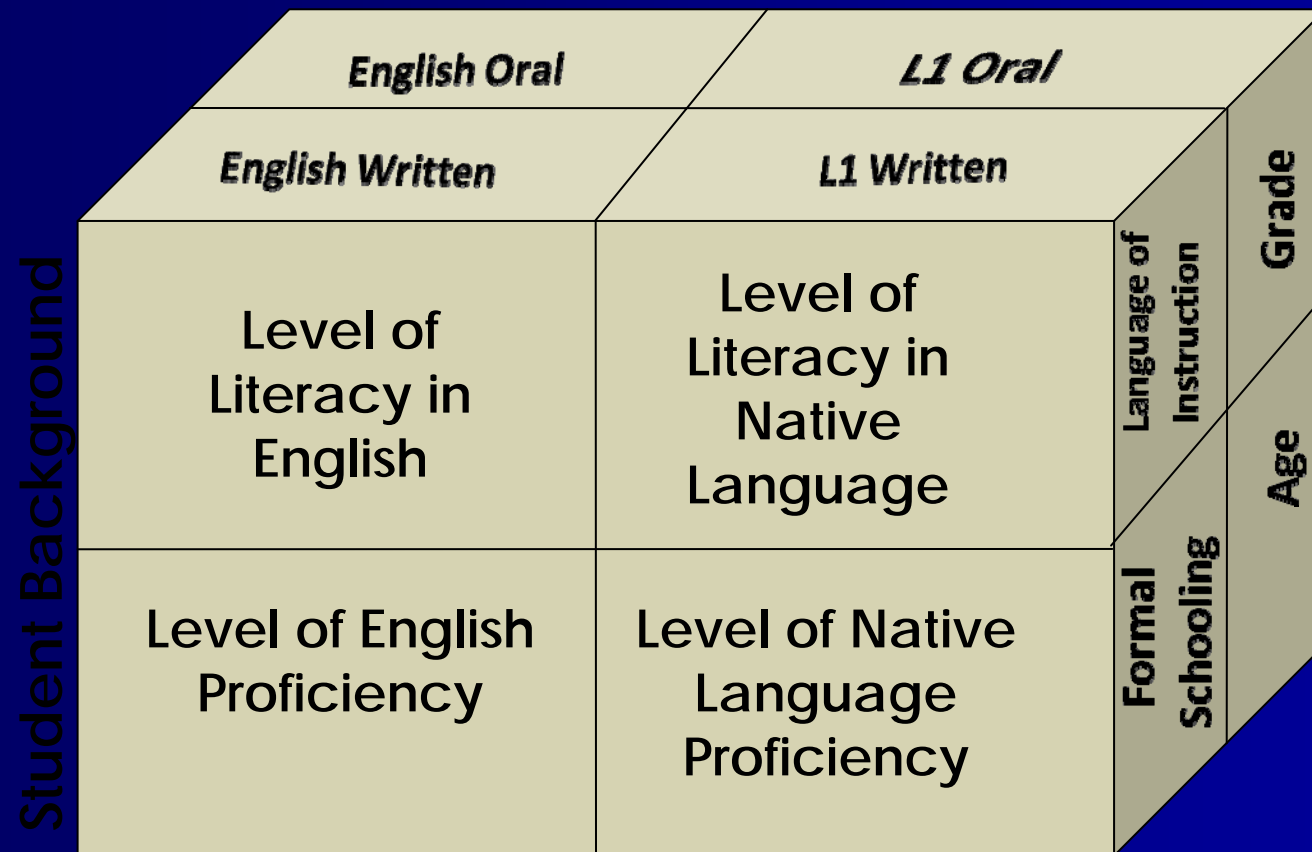
**How might
accommodations
effectively be matched
to ELL needs?**

Matching Accommodations To English Language Proficiency Levels



Mapping Accommodations to Student Background: A Multi-Dimensional Puzzle

Accommodations



How to Improve the Accommodation of ELLs

Use ELL-Responsive criteria

1. **English Language Proficiency**
2. Language of instruction in current schooling
3. Language of previous instruction (in home country)
4. Years of formal schooling
5. Age/grade level

The Importance of Appropriate Assignment

ELLs with assigned accommodations matched to their linguistic and cultural needs scored higher than

- ELLs with “incomplete” accommodations – i.e., assignment done without matching accommodations to ELL-responsive criteria
- ELLs with no accommodations

Kopriva, Emick, Hipolito-Delgado, and Cameron (2007)

Recommended accommodations mapped by English language proficiency level and other characteristics

Table 1: Accommodations for students with beginning English language proficiency, who are literate in their native language and have received recent instruction in their native language

| <i>Strongly Recommended</i> | M & S | | R | | W | |
|-----------------------------|------------------|-----------------|---------------|-----------------|---------------|-----------------|
| | English | Native Language | English | Native Language | English | Native Language |
| | Oral script | Oral script | Extended time | Translated test | Oral script | Translated test |
| | Extended time | Oral directions | | Oral directions | Extended time | Oral directions |
| | | Oral response | | Oral response | | Extended time |
| | | Extended time | | Extended time | | |

Recommended accommodations mapped by English language proficiency level and other characteristics

Table 1: Accommodations for students with beginning English language proficiency, who are literate in their native language and have received recent instruction in their native language

| Recommended | M & S | | R | | W | |
|-------------|----------------------------------|--|--|-----------------------------|----------------------------------|-----------------|
| | English | Native Language | English | Native Language | English | Native Language |
| | Repeat items and test directions | Oral script Students respond in writing | Oral directions Repeat test directions Students respond orally | Students respond in writing | Repeat items and test directions | Oral script |

Recommended accommodations mapped by English language proficiency level and other characteristics

Table 2: Accommodations for students with beginning English language proficiency, who are not literate and haven't received recent instruction in their native language

| <i>Strongly Recommended</i> | M & S | | R | | W | |
|-----------------------------|------------------|-----------------------------|---------------|-----------------------------|---------------|-----------------|
| | English | Native Language | English | Native Language | English | Native Language |
| | Oral script | Oral script | Extended time | Oral directions | Oral script | Oral script |
| | Extended time | Oral directions | | Student responds in writing | Extended time | Extended time |
| | | Student responds in writing | | Student responds orally | | |
| | | Student responds orally | | Extended time | | |
| | | Extended time | | | | |

Recommended accommodations mapped by English language proficiency level and other characteristics

Table 2: Accommodations for students with beginning English language proficiency, who are not literate and haven't received recent instruction in their native language

| Recommended | M & S | | R | | W | |
|-------------|------------------------|-----------------|----------------------------------|-----------------|------------------------|-----------------|
| | English | Native Language | English | Native Language | English | Native Language |
| | Repeat test items | | Oral directions | | Repeat test items | |
| | Repeat test directions | | Repeat test directions | | Repeat test directions | |
| | | | Allow students to respond orally | | | |

Recommended accommodations mapped by English language proficiency level and other characteristics

Table 3: Accommodations for students with beginning English language proficiency, or older students literate in their native language who have received recent instruction in English

| <i>Strongly Recommended</i> | M & S | | R | | W | |
|-----------------------------|----------------------|--------------------------------|----------------------|---------------------------------|----------------------|------------------------|
| | English | Native Language | English | Native Language | English | Native Language |
| | Oral script | Oral directions | Extended time | Oral directions | Oral script | Oral directions |
| | Extended time | Students respond orally | | Students responds orally | Extended time | Extended time |
| | | Extended time | | Extended time | | |

Recommended accommodations mapped by English language proficiency level and other characteristics

Table 3: Accommodations for students with beginning English language proficiency, or older students literate in their native language who have received recent instruction in English

| Recommended | M & S | | R | | W | |
|-------------|---------------------------------------|--|--|-----------------------------|---|-----------------|
| | English | Native Language | English | Native Language | English | Native Language |
| | Repeat test items and test directions | Oral script Students respond in writing | Oral directions Repeat test directions Students respond orally | Students respond in writing | Oral directions Repeat test items and directions | Oral script |

Recommended accommodations mapped by English language proficiency level and other characteristics

Table 4: Accommodations for students with beginning English language proficiency or Students with Interrupted Formal Education or SIFE

| <i>Strongly Recommended</i> | M & S | | R | | W | |
|-----------------------------|------------------|-----------------------------|---------------|------------------------------|---------------|-----------------|
| | English | Native Language | English | Native Language | English | Native Language |
| | Oral script | Oral script | Extended time | Oral directions | Oral script | Oral script |
| | Extended time | Oral directions | | Students responds in writing | Extended time | Oral directions |
| | | Students respond in writing | | Extended time | | Extended time |
| | | Extended time | | | | |

Recommended accommodations mapped by English language proficiency level and other characteristics

Table 4: Accommodations for students with beginning English language proficiency or Students with Interrupted Formal Education or SIFE

| Recommended | M & S | | R | | W | |
|-------------|---------------------------------------|-------------------------|---|-------------------------|---------------------------------------|-----------------|
| | English | Native Language | English | Native Language | English | Native Language |
| | Repeat test items and test directions | Students respond orally | Repeat test directions Students respond orally | Students respond orally | Repeat test items and test directions | |

Recommended accommodations mapped by English language proficiency level and other characteristics

Table 5: Accommodations for students with intermediate English language proficiency, who are literate in their native language and have had recent instruction in their native language

| <i>Strongly Recommended</i> | M & S | | R | | W | |
|-----------------------------|-------------------------|-------------------------|-----------------|-----------------|-------------------------|-----------------|
| | English | Native Language | English | Native Language | English | Native Language |
| | Word-to-word dictionary | Word-to-word dictionary | Oral directions | Extended time | Word-to-word dictionary | Word-to-word |
| | Oral script | Extended time | Extended time | | Oral script | Extended Time |
| | Extended time | | | | Oral directions | |
| | | | | | Extended time | |

Recommended accommodations mapped by English language proficiency level and other characteristics

Table 5: Accommodations for students with intermediate English language proficiency, who are literate in their native language and have had recent instruction in their native language

| Recommended | M & S | | R | | W | |
|-------------|------------------------------------|--|--|----------------------------------|---------|---|
| | English | Native Language | English | Native Language | English | Native Language |
| | Students respond orally in English | Oral script Students respond orally | Repeat test directions Allow students to respond orally | Allow students to respond orally | | Translated test Word-to-word dictionary Oral script |

Recommended accommodations mapped by English language proficiency level and other characteristics

Table 6: Accommodations for students with intermediate English language proficiency, who are not literate and have not received recent instruction in their native language

| <i>Strongly Recommended</i> | M & S | | R | | W | |
|-----------------------------|-------------------------|-----------------|-----------------|-----------------|-------------------------|-----------------|
| | English | Native Language | English | Native Language | English | Native Language |
| | Word-to-word dictionary | Extended time | Oral directions | Extended time | Word-to-word dictionary | Extended time |
| | Oral script | | Extended time | | Oral script | |
| | Extended time | | | | Oral directions | |
| | | | | | Extended time | |

Recommended accommodations mapped by English language proficiency level and other characteristics

Table 6: Accommodations for students with intermediate English language proficiency, who are not literate and have not received recent instruction in their native language

| Recommended | M & S | | R | | W | |
|-------------|-------------------------|--|---|---|---------|--|
| | English | Native Language | English | Native Language | English | Native Language |
| | Students respond orally | Oral script Oral directions Students respond in writing Students respond orally | Repeat test directions Students respond orally | Oral directions Students respond in writing Students respond orally | | Oral script Oral directions |

Recommended accommodations mapped by English language proficiency level and other characteristics

Table 7: Accommodations for students with intermediate English language proficiency or older students literate in their native language who have received recent instruction in English

| <i>Strongly Recommended</i> | M & S | | R | | W | |
|-----------------------------|-------------------------|-----------------|-----------------|-----------------|-------------------------|-----------------|
| | English | Native Language | English | Native Language | English | Native Language |
| | Word-to-word dictionary | Extended time | Oral directions | Extended time | Word-to-word dictionary | Extended time |
| | Oral script | | Extended time | | Oral script | |
| | Extended time | | | | Oral directions | |
| | | | | | Extended time | |

Recommended accommodations mapped by English language proficiency level and other characteristics

Table 7: Accommodations for students with intermediate English language proficiency or older students literate in their native language who have received recent instruction in English

| Recommended | M & S | | R | | W | |
|-------------|-------------------------|--|--|-----------------|---------|--|
| | English | Native Language | English | Native Language | English | Native Language |
| | Students respond orally | Word-to-word dictionary Oral directions | Repeat test directions Students responds orally | Oral directions | | Word-to-word dictionary Oral script |

Recommended accommodations mapped by English language proficiency level and other characteristics

Table 8: Accommodations for students with intermediate English language proficiency, or SIFE students

| <i>Strongly Recommended</i> | M & S | | R | | W | |
|-----------------------------|-------------------------|-----------------|-----------------|-----------------|-------------------------|-----------------|
| | English | Native Language | English | Native Language | English | Native Language |
| | Word-to-word dictionary | Extended time | Oral directions | Extended time | Word-to-word dictionary | Extended time |
| | Oral script | | Extended time | | Oral script | |
| | Extended time | | | | Oral directions | |
| | | | | | Extended time | |

Recommended accommodations mapped by English language proficiency level and other characteristics

Table 8: Accommodations for students with intermediate English language proficiency, or SIFE students

| Recommended | M & S | | R | | W | |
|-------------|-------------------------|-----------------------------|-------------------------|-----------------------------|---------|-----------------|
| | English | Native Language | English | Native Language | English | Native Language |
| | Students respond orally | Oral directions | Repeat test directions | Oral directions | | Oral script |
| | | Students respond in writing | Students respond orally | Students respond in writing | | |
| | | Students respond orally | | Students respond orally | | |

Recommended accommodations mapped by English language proficiency level and other characteristics

Table 9: Accommodations for students with advanced English language proficiency, that are literate and have received recent instruction in their native language

| <i>Strongly Recommended</i> | M & S | | R | | W | |
|-----------------------------|-------------------------|-------------------------|---------------|-----------------|-------------------------|-------------------------|
| | English | Native Language | English | Native Language | English | Native Language |
| | Word-to-word dictionary | Word-to-word dictionary | Extended time | Extended time | Word-to-word dictionary | Word-to-word dictionary |
| | Extended time | Extended time | | | Extended time | Extended time |

Recommended accommodations mapped by English language proficiency level and other characteristics

Table 10: Accommodations for students with advanced English language proficiency, or older students literate in their native language who have not received recent instruction in English

| <i>Strongly Recommended</i> | M & S | | R | | W | |
|-----------------------------|-------------------------|-----------------|---------------|-----------------|-------------------------|-----------------|
| | English | Native Language | English | Native Language | English | Native Language |
| | Word-to-word dictionary | Extended time | Extended time | Extended time | Word-to-word dictionary | Extended time |
| | Extended time | | | | Extended time | |

Recommended accommodations mapped by English language proficiency level and other characteristics

Table 10: Accommodations for students with advanced English language proficiency, or older students literate in their native language who have not received recent instruction in English

| Recommended | M & S | | R | | W | |
|-------------|---------|-------------------------|---------|-----------------|---------|-------------------------|
| | English | Native Language | English | Native Language | English | Native Language |
| | | Word-to-word dictionary | | | | Word-to-word dictionary |

MISCONCEPTIONS

- One size fits all
- Group – vs – individual accommodations
- Accommodations must be used during instruction in order to use them for CSAP

COMMON UNDERSTANDING

Accommodations DO NOT mean less
rigor or less exposure to grade level
content!

YOUR SUGGESTIONS:

FOR WHAT TO ADD TO THE
MANUAL

FOR HOW TO MORE WIDELY
DISSEMINATE THE MANUAL AND
PROMOTE ITS USE

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