

2011-2012
Fifth Edition

**Colorado
Accommodation
Guide
For
English Learners**

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The Council of Chief State School Officers (CCSSO)

The Council of Chief State School Officers is a nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the U.S., the District of Columbia, the Department of Defense, and five extra state jurisdictions.

The English Language Learner State Collaborative on Assessment and Student Standards (ELL SCASS)

The English Language Learner State Collaborative on Assessment and Student Standards focuses on the inclusion of ELs in academic content assessments including the role of accommodations and/or alternate assessment to provide valid and reliable achievement data, and assessment of English learners' English language proficiency.

The George Washington University Center for Equity and Excellence in Education (GW-CEEE)

The *Colorado Accommodations Guide for English Learners* was developed by the Colorado Department of Education collaboratively between members of The Language Culture and Equity Unit and The Unit of Student Assessment with additional input from The Exceptional Student Leadership Unit, and The CDE Review Team. This cross-unit collaboration among CDE will provide the opportunity for Colorado's school districts to further implement appropriate EL accommodations. Members of the original review team included:

- Dr. Charlene Rivera, GW-CEEE
- Dr. Lynn Shafer Willner, GW-CEEE
- Dr. Barbara Acosta, GW-CEEE
- Dr. Judith Wilde, National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs
- Dr. Jamal Abedi, UC Davis
- Dr. Tanni Anthony, CDE, Exceptional Student Leadership Unit
- Dr. Sheryl, Muir, CDE, Exceptional Student Leadership Unit
- Dr. Nancy Cummins, Independent Consultant

Colorado Department of Education Contributors for the Fifth Edition of this Guide

- Liliana Graham, Language, Culture and Equity Unit
- Mira Monroe, Unit of Student Assessment
- Glen Sirakavit, Unit of Student Assessment

INTRODUCTION

The *Colorado Accommodations Guide for English Learners* is provided to assist districts and schools in providing appropriate accommodations for Colorado's English Learners (ELs) on statewide assessments. Work in the area of EL responsive accommodations is process oriented; there is a continual focus on building Colorado's expertise and capacity in the area of accommodations for ELs.

This guide represents the best thinking of 2011. As more is learned about the effective education of ELs, there is an expectation that this guide will evolve and improve every year.

This guide presents a five-step process for general education teachers, English Language Acquisition (ELA) Plan coordinators, English as a Second Language (ESL)/bilingual education (BIED) teachers, administrators, and assessment staff to use in selecting, administering and evaluating the use of instructional and assessment accommodations for ELs. The five steps include the following:

1. **Expect** ELs to achieve grade-level academic content standards.
2. **Learn** about accommodations for instruction and assessment.
3. **Select** accommodations for instruction and assessment for individual students.
4. **Administer** accommodations during instruction and assessment.
5. **Evaluate** and improve accommodation use.

The *Colorado Accommodations Guide for English Learners* is a guide for educators on implementing allowable accommodations on statewide assessments, including the Transitional Colorado Assessment Program (TCAP). Specifically the *Guide* has been developed to ensure that:

- EL-responsive accommodations are provided in order for all EL students to have access to statewide assessment;
- accommodations are provided for ELs with an Individualized Education Plan (IEP);
- accommodations used by ELs on state assessments are, when required, consistent and routinely used in classroom instruction and assessments;
- guidelines are provided on accommodations that are appropriate for the statewide assessment.

Historical Perspective of this Guide:

There have been three phases of development for the *Colorado Accommodations Guide for English Learners*. In 2007, Phase I included the adoption and adaptation of a manual for Colorado. The manual was reviewed by a CDE study experts group, CDE's Unit of Student Assessment and CDE's Unit of Language, Culture and Equity. The first edition was operational in August 2007. Phase II included on-going research reviews and analysis of statewide data relative to the growing efficacy of this manual. It was then reviewed by the Committee of Research (HELDE) and Committee of Practitioners using United States Department of Education Limited English Proficient (LEP) Partnership, Technical Advisory Committee (TAC), and George Washington University's Best Practices for State Assessment Policies for English Language Learners (ELLs) Handbook Development Project recommendations. Phase III is ongoing, which includes the yearly update of the manual and revisions based on feedback from educators across the state, as well as feedback from the U.S. Department of Education.

CDE Contacts:

Procedures for administering accommodations for ELs during statewide assessments

Heather Villalobos Pavia

Unit of Student Assessment

Email: villalobos-pavia_h@cde.state.co.us

Phone: 303-866-6118

Documenting and selecting strategies for classroom instruction and assessments

Liliana Graham, Principal Consultant
Language, Culture, and Equity Unit

Email: graham_l@cde.state.co.us

Phone: 303-866-6138

Section 1: Participation of ELs in State Assessments

Federal and State Laws Requiring Participation by English Learners

Education is the basic right for all children in the United States. English Learners (ELs) are students whose native language is not English and who do not yet possess sufficient English language proficiency to participate fully in regular education classes. ELs' rights for equitable inclusion in instruction and assessment processes are outlined in a number of federal laws and regulations as well as certain legal decisions in conjunction with the Office of Civil Rights (OCR).

An English Learner is any student who is currently receiving program services and/or is designated as Non-English Proficient (NEP), Limited English Proficient (LEP), or on Monitor status (M1 or M2).

Elementary and Secondary Education Act (also known as No Child left behind) (2001)

Title III of the ESEA mandates that all ELs receive quality instruction for learning both English and grade-level academic content. According to the ESEA, ELs are required to participate in statewide assessments that measure students' English language and academic progress.

States and local school districts must include all students, including students with Limited English Proficiency (LEP) or Non-English Proficient (NEP), in large-scale testing. Title I of NCLB specifically declares that states must:

- include all students in their State assessment system (§1111(b)(3)(C)(v)(II)(ix)(I)),
- beginning immediately when the student enrolls in school (§1111(b)(3)(C)(x)),
- using tests in the students' home languages if possible and appropriate (§1111(b)(6) & §1111(b)(3)(C)(ix)), and
- provide "reasonable accommodations on assessments administered to students with limited English proficiency, including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what students know and can do in academic content areas" (§1111(b)(3)(C)(ix)(III)).

One of the basic reform principles of ESEA is stronger accountability for results of all students. Through this federal legislation, in addition to other state and local district initiatives, assessments are aimed at increasing accountability and provide important information with regard to:

- how successful schools are in including all students in standards-based education;
- how well students are achieving academic and language standards; and
- what needs to be improved for specific groups of students.

School, district, and state accountability are based on measuring success in educating all students and determining what needs to be improved for specific groups of students. The accountability system is defined in terms of adequate yearly progress (AYP), a way to measure the improvement in achieving standards for all students and designated subgroups each year. Schools, districts, and states are held accountable for improvements on an annual basis by public reporting¹ and ultimately through consequences, if AYP is not achieved.

Assessing the English Language Proficiency of English Learners

ESEA Title III, in conjunction with Title I subgroup accountability targeting all students, added a requirement that States must develop or adopt standards for English language proficiency (ELP) for ELs and annually assess progress of all ELs towards these standards. Title III requires that ELP standards be aligned with the State content and academic achievement standards to ensure that ELs are learning the type of academic English necessary to make progress in the content areas of reading, mathematics and science. For Title III, district and State progress is evaluated against annual measurable achievement objectives (AMAOs), and all districts receiving Title III funds are held accountable for meeting state-established AMAO targets each year.

Colorado uses the CELApro assessment to measure EL students' progress towards the ELP standards. In December of 2010, the Colorado State Board of Education adopted new ELP standards in conjunction with the Colorado Academic Standards. The new assessment system will include an ELP assessment that aligns to the adopted ELP standards.

Including All ELs in State Accountability Assessments

Federal and State laws require that all students be administered assessments intended to hold schools accountable for the academic performance of students. Schools, ELA Program team members and general education teachers must actively engage in a planning process that addresses:

- assurance of the provision of accommodations to facilitate student access to grade-level instruction and state assessments,
- use of alternate assessments to assess achievement of dually identified students: ELs with a significant cognitive disability.

Colorado school law, as defined by Title 22 of the Colorado Revised Statutes (CRS) states every student enrolled in a public school shall be required to take the State Assessment at the grade level they are enrolled (CRS: 22-4-409-1 (V) (d) (I). ELs in 3rd or 4th grade may take the reading and writing assessment(s) in Spanish (CRS: 22-

¹ Each parent/guardian receives a report of their child's reading and mathematics assessment results. Also included in this report are district and state results.

7-409-3.5) if they meet specific eligibility criteria. Any EL student who has participated in an English language proficiency program (CRS:22-24-104) for more than a total of three years is ineligible to take the assessments in a language other than English.

Colorado Law: http://www.cde.state.co.us/cdeassess/co_law.html

State Assessment: http://www.cde.state.co.us/cdeassess/index_assess.html

Lectura/Escritura Decision Making Worksheet

In order to be eligible for Lectura/Escritura the following questions must be answered annually.

| Question #1: | Response |
|--|---|
| Is the student designated as an English Learner? | <input type="checkbox"/> Yes. Continue on to Question #2. <input type="checkbox"/> No. Stop here. The student does not qualify for Lectura/Escritura. |
| Question #2: | Response |
| Is the student's current EL designation Non-English Proficient (NEP) or Limited-English Proficient (LEP)? | <input type="checkbox"/> Yes. SKIP to Question #4. <input type="checkbox"/> No. Continue to Question #3. |
| Question #3: | Response |
| Is the student's current EL designation Fluent-English Proficient Monitor year 1 or 2 (FEP _{M1/M2}) AND the student is enrolled in a dual immersion bilingual program? | <input type="checkbox"/> Yes. Continue on to Question #4. <input type="checkbox"/> No. Stop here. The student does not qualify for Lectura/Escritura. |
| Question #4: | Response |
| Has the student had instruction in a <u>language proficiency program</u> for 3 years* or less? * 3 years does not include pre-school or kindergarten. | <input type="checkbox"/> Yes. Continue on to Question #5. <input type="checkbox"/> No. Stop here. The student does not qualify for Lectura/Escritura. |
| Question #5: | Response |
| Has the student received instruction in his/her native language (Spanish) this year or last? | <input type="checkbox"/> Yes. Districts must determine if Lectura/Escritura is the best choice for the student or if taking the English Version TCAP with linguistic accommodations will better help the student access the content on the assessment. <input type="checkbox"/> No. Stop here. The student does not qualify for Lectura/Escritura. |

Lectura/Escritura Decision Making Definitions:

NEP-non-English proficient

LEP-limited-English proficient

FEP-fluent-English proficient

Equal Access to Grade-level Content

With the focus of legislation aimed at accountability and the inclusion of all students comes the imperative to ensure equal access to grade-level content standards. Academic content standards are educational targets for students to learn at each grade level. Teachers ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. For ELs, accommodations provided during instruction and classroom, district, and state assessments assist in providing equal access to grade-level content. To accomplish this goal of equal access:

- every local educator must be familiar with content standards and accountability systems at the state and district level,
- and collaboration between general and ESL/Bilingual educators must occur.

All ELs can work toward grade-level academic content standards and most of these students will be able to achieve these standards when the following conditions are met:

1. Instruction is provided by teachers who are qualified to teach in the content areas.
2. Instruction is provided by teachers who know how to differentiate instruction for diverse learners.
3. Student plans (District ELA plans) for ELs are developed to ensure the provision of specialized instruction (e.g., specific reading skills, strategies for “learning how to learn”).
4. Appropriate linguistic accommodations are provided to help students’ access grade-level content.

For copy of the Colorado Academic Standards, including the English Language Proficiency Standards, visit: <http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html>

For more information on EL designations and best practices for ELs please refer to the **Guidebook on Designing, Delivering, and Evaluating Services for English Learners**

(ELs): http://www.cde.state.co.us/cde_english/download/Resources-Links/Final_8-22-2011_Guidebook%202011.pdf

Section 2: Learn About Accommodations

Accommodations for Instruction and Assessment

Access: Conditions that support meaningful engagement with the academic content and constructs on which students are being instructed or assessed.

Examples of teaching strategies that provide access but are not accommodations:

- Teacher faces test taker
- Test administered with minimal distractions
- Person familiar to test taker or ESL/bilingual teacher administer the test
- Tests administered in a familiar room or in the ESL/Bilingual classroom.

Accommodations: Changes to content format or conditions for specific students that do not reduce learning expectations or change the construct but do provide access for students with a documented need. Accommodations are designed to support access to instructional or assessment content. The accommodations provided to a student may be the same for classroom instruction, classroom assessments, district assessments and state assessments.

Accommodations for ELs are intended to:

- reduce the linguistic load necessary to access the content of the curriculum or assessment,
- allow ELs to more efficiently use linguistic resources to access curriculum or the content of the assessment.

It is critical to note that although some accommodations are appropriate for instructional use, they may not be appropriate for use on classroom assessments, district assessments or statewide assessments. For more information on instructional accommodations refer to:

http://www.cde.state.co.us/cde_english/download/Resources-Links/Final_8-22-2011_Guidebook%202011.pdf

An expert panel during a Delphi Study questioned the common stipulation that students should always have received a particular accommodation in the classroom prior to allowing it as an accommodation on a test. This prerequisite was considered important for some accommodations, such as dictionaries, but not for others. For example, some students who may not have received recent instruction in their native language might still benefit from scripted oral translation or being allowed to respond in their native language (Acosta, Rivera, Willner, & Fenner, 2008).

During TCAP, any accommodation that is not specifically allowed and properly administered for individual students constitutes a test irregularity and results in a misadministration. An accommodation is appropriate for TCAP when it does not invalidate the construct, is provided in a standardized manner and does not provide an unfair advantage as it levels the playing field for individual students. The use of modifications, alterations, and non-approved non-standard accommodations may result in adverse consequences.

Modifications

Modifications change or reduce learning or assessment expectations. Some examples of modifications include:

- requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems);
- reducing assignments and assessments so a student only needs to complete the easiest problems or items;
- revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four), or
- giving a student hints or clues to correct responses on assignments and tests.

Select Accommodations

Effective decision-making about the provision of appropriate accommodations begins with making sound instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing information about the student's present level of performance in relation to local and state academic standards. In essence, the process of making decisions about accommodations is one in which members of the educational team attempt to "level the playing field," so that students with an identifiable need can participate in the general education curriculum.

The selection of accommodations must be a thoughtful process. This process must consist of constant feedback and evaluation as to whether an accommodation is appropriate or not, as this might change over time. Students must be involved in the process so that they understand what the accommodation is and why they need to use it.

Documenting Accommodations

In the state of Colorado, all students who need an accommodation are afforded one. The stipulation is that the need for that student must be made on an individual basis and should be documented. The decision around accommodations should be transparent and include a team of educators, including the parents. Documenting accommodations allows the accommodations a student is familiar with to move with the student from class to class or school to school. Students will then be able to use accommodations that help them be successful and access the curriculum without beginning the accommodation identification process over again.

Documentation of accommodations for ELs might include, but are not limited to:

- Advanced learning plan,
- Individual learning plan (ILP),
- School or district document kept in the cumulative record,
- Response to Intervention (RtI) plan, or
- ELA plan.

Involving Students in Selecting, Using and Evaluating Accommodations

ELs benefit from learning self-advocacy strategies for success in school and throughout life. Some students have had limited experience expressing personal preferences and advocating for themselves. Speaking out about preferences, particularly in the presence of “authority figures,” may be a new role for students, one for which they need guidance and feedback. Teachers can play a key role in working with students to advocate for themselves in the context of selecting, using and evaluating accommodations.

The more students are involved in the selection process, the more likely the accommodations will be used, especially as students reach adolescence and the desire to be more independent increases. Self-advocacy skills become critical here. Students need opportunities to learn which accommodations are most helpful for them. Then they need to learn how to make certain those accommodations are provided in all of their classes.

Plan how and when the student will learn to use each new accommodation. Be certain there is ample time to learn to use instructional and assessment accommodations before an assessment takes place.

Finally, have in place a plan for the ongoing evaluation and improvement of the student’s use of accommodations.

ACCOMMODATIONS DURING ASSESSMENT

Planning for Test Day

Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the actual accommodations during state and district assessments must be mapped out. It is not uncommon for members of the educational team to be given the responsibility of arranging, coordinating and providing assessment accommodations for all students who may need them. Thus, it is essential for all team members to know and understand the requirements and consequences of using that accommodation on district and state assessments. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment accommodations on test day. (*Teacher Tools 2, 3, and 4*)

Prior to the day of an assessment, be certain test proctors know what accommodations each student will be using and how to administer them properly. For example, test proctors need to know whether a student will be allowed extra time to complete the test and ensure that a plan is in place for that student to be assessed in a separate setting. Staff administering accommodations, such as reading oral scripts to a student or scribing student responses, must adhere to specific guidelines so that student scores are valid.

ADMINISTERING ASSESSMENTS AND ACCOMMODATIONS

State and local laws and policies specify practices to assure test security and the standardized and ethical administration of assessments. Test proctors, and all staff involved in test administration must adhere to these policies. The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that test administrators and others involved in assessments must:

- take appropriate security precautions before, during, and after the administration of the assessment;
- understand the procedures needed to administer the assessment prior to administration;
- administer standardized assessments according to prescribed procedures and conditions and notify the district assessment coordinator if any nonstandard conditions occur;
- avoid any conditions in the conduct of the assessment that might invalidate the results;
- provide for and document all reasonable and allowable accommodations for the administration of the assessment to persons with disabilities or special needs; and
- avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment (National Council on Measurement in Education, 1995).

Failure to adhere to assessment practices may constitute a tests irregularity or breach of test security and must be reported to your school assessment coordinator (SAC) immediately.

Ethical testing practices Around Accommodations

Ethical testing practices must be maintained during the administration of a test. Unethical testing practices relate to inappropriate interactions between test administrators and students taking the test.

Unethical practices include:

- allowing a student to answer fewer questions,
- changing the content by paraphrasing or offering additional information,
- coaching students during testing,
- editing student responses, or
- giving clues in any way.

Failure to administer accommodations in an ethical manner means the student's score has no meaning in relation to what the student knows and can do, thus invalidating the assessment.

More specific information regarding ethical practices can be found in the Test Proctors Manuals and the Procedures Manual.

Practices that are considered unethical in relation to accommodations are:

- Not providing students with allowable accommodations on the assessment that are normally used during regular assessment situations including district, school and classroom assessments.
- Providing students with accommodations on the assessment that are not normally used during regular assessment situations including district, school and classroom assessments.

Standardization

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information of student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accommodations is necessary to ensure that test results reflect actual student learning.

Test Security

Test security involves maintaining the confidentiality of test questions and answers. It is critical to ensuring the integrity and validity of a test. Test security can become an issue when other test formats are used (e.g., Translated Oral Scripts) or when someone other than the student is allowed to see the test (e.g., interpreter, scribe). In order to ensure test security and confidentiality, test administrators need to:

1. keep testing materials in a secure place to prevent unauthorized access,
2. keep all test content (including student answers) confidential,
3. refrain from sharing information or revealing test content to anyone, and
4. return all materials to the SAC in a timely manner.

Section 3: Statewide Assessment Linguistic Accommodations Policy

OVERVIEW OF ASSESSMENT ACCOMMODATIONS

All public school students enrolled in a Colorado school in the grades assessed must be accounted for in the Colorado student assessment program. The purpose of the TCAP, as a large-scale standardized assessment, is to accurately describe all students' true levels of achievement on the Colorado Model Content Standards. Where the current blueprint allows, items on the TCAP will represent the overlap between the Colorado Model Content Standards and the new Colorado Academic Standards for each content area –Reading, Writing, Mathematics and Science. The TCAP is a timed, standardized assessment and must be administered under standardized conditions to ensure the reliability and validity of results.

In order for some students to show their true levels of achievement and access the assessment, they may require an accommodation.

Accommodations are changes made to the assessment procedures, in order to provide a student with access to comprehensible information and an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment.

Assessment Accommodations

When administering assessments it should be recognized that unless a student is accustomed to a particular accommodations, introducing that accommodation at the time of the assessment may actually impede the student's performance.

Accommodations must "level the playing field" for all students by providing an opportunity to access comprehensible material, without providing an unfair advantage to any student.

Colorado State law (CRS 22-24-106) indicates it is the duty of the department of education to establish accommodations that will be allowed and in what situations these accommodations will be allowed for a student with limited English proficiency when taking the TCAP.

Departure from standardized testing procedures can potentially invalidate the test results. The decision to choose accommodations for assessment must be made in an deliberate manner. It is important that assessment accommodations are not given in isolation of instructional accommodations.

Accommodations used for state assessments must follow these procedures:

- Accommodations must be based upon individual student needs.
- Accommodations may not be specific to a program.

- Accommodations should be determined as the result of evaluation conducted by the educational team who monitor and create the student’s individual education plan. The evaluation process and plan formulation should include the parents and student.
- Accommodations should be used regularly during instruction and on classroom and district assessments.
 - They generally should be in place at least three months prior to the statewide assessment.
 - Accommodations should not be introduced for the first time during state test administration.
- Accommodations should be clearly documented in an education plan such as; advanced learning plan, intervention (RtI) plan, Individual learning plan (ILP), ELA Plan or another school or district formal education plan.
 - Educational teams should only select accommodations for state assessments that do not invalidate the student’s score.
 - Documentation should be specific on what accommodations are needed to provide access to instruction and assessment.
- Accommodations that do not require documentation on a state assessment data grid (outlined in Section 7) should still be documented as a need on the learning plan or another school or district document.
- A student may be allowed more than one accommodation. For example, a student who is administered the Translated Oral Script for TCAP may also require extra time.
- If more than one accommodation is used on the TCAP, the accommodation bubbles for all of the accommodations that were used must be filled in on the student data grid.
- The possible effects of allowing the accommodations must be considered. Some accommodations may not help the student and may actually have the opposite effect especially in assessment situations.

SPECIAL CIRCUMSTANCES

New Students to District

If a student moves into the district just prior to the test and no documentation is available about accommodations that had been used on their former district, school and classroom assessments, the student’s former school should be contacted for all relevant documentation. If no documentation can be obtained, the student and his or her parents/guardians should be consulted regarding effective accommodations the student

received during instruction and assessments. The student is eligible for any standard accommodations if it is determined that the accommodation will show their true levels of achievement and allow the students to access the assessment.

Students Newly Identified as EL

If a student has just recently been identified as an EL and accommodations are needed in order for the student to have access to instruction and assessment, then those standard accommodations may be used on the TCAP. However, the student should have time to practice the accommodation prior to it being used on the assessment.

NONSTANDARD ACCOMMODATIONS

A dually identified EL with an IEP or 504 plan may be receiving an accommodation during instruction that is not available as a standard accommodation for the TCAP. The instructional team via the District Assessment Coordinator (DAC) and Special Education Director may apply for consideration of a nonstandard accommodation.

The application for a nonstandard accommodation must be individualized for each student and the complete application must be submitted no later than December 15th of each school year in order to be considered. The application usually takes three weeks to be processed. During that time, representatives from the Unit of Student Assessment, English Language Acquisition Unit, and Exceptional Student Leadership Unit at the Colorado Department of Education (CDE) will review each request.

Each request for a nonstandard accommodation will be reviewed to ensure the accommodation maintains the integrity, validity and reliability of the assessment. If an accommodation is approved, the student will count as a participant for AYP purposes.

Any nonstandard accommodation requests that are determined to affect the integrity, validity, reliability or comparability of assessment results, or are identified as a modification, will not be approved.

Approved Nonstandard Accommodations

If a nonstandard accommodation is approved and used, the nonstandard accommodation bubble must be filled in on the state assessment student data grid. The student will count as a participant for AYP purposes.

Examples of approved nonstandard accommodations a student may use include: individualized communication equipment as a presentation accommodation related to a student's needs and the use of specialized papers (lined paper, graph paper).

Non-Approved Nonstandard Accommodations

The instructional team has the following options, if a request is not approved:

1. The student may test without using the requested nonstandard accommodation and receive a score.
2. The student may test using the non-approved nonstandard accommodation and receive a “no score.”

If the instructional team decides to allow the student to use a nonstandard accommodation which was not approved, the DAC will need to fill in the test invalidation bubble 8, “non-approved accommodation/modification”, on the data grid and the student will be assigned a “no score” for the purposes of state, district, and school level TCAP reports and school accountability reports. Furthermore, per the Modified Achievement Guidelines released in May 2007, students who receive a nonstandard accommodation will not count toward participation in the state’s assessment program for accountability purposes.

Examples of non-approved nonstandard accommodations that impact the integrity, validity, reliability or comparability of assessment results, or are considered a modification and will not be approved, include: reading the reading test, allowing graphic organizers during the writing assessment, or providing multiplication tables for the math TCAP.

For more information on Nonstandard Accommodations, refer to the Colorado Accommodations Manual Appendix D:

http://www.cde.state.co.us/cdeassess/documents/csapa/2011/2011_CO_Accom_Manual.pdf

IMPORTANT: The Unit of Student Assessment does not support the testing of grievously ill students, and will not approve Non-Standard Accommodation requests submitted for these students.

Section 4: Linguistic Accommodations for TCAP

| Linguistic Accommodations | ACCOMMODATION | READING | WRITING | MATHEMATICS | SCIENCE | ACCOMMODATION CODE | GROUPING CONSIDERATIONS | SPECIAL INSTRUCTIONS |
|---------------------------|---|---------|---------|-------------|---------|--------------------|-------------------------|----------------------|
| | Oral Script in English | ⊘ | ✓ | ✓ | ✓ | 9 | Small Group | Page 23 |
| | Translated Oral Script | ⊘ | ✓ | ✓ | ✓ | B | Small Group | Page 24 |
| | Teacher Read Directions | ✓ | ✓ | ✓ | ✓ | 3 | Small Group | Page 22 |
| | Translated Teacher Read Directions | ✓ | ✓ | ✓ | ✓ | 3 | Small Group | Page 23 |
| | Word-to-Word Dictionary | ⊘ | ✓ | ✓ | ✓ | C | No | Page 27 |
| | Lectura/Escritura (grade 3 & 4 only) | ✓ | ✓ | NA | NA | No | No | Page 10 |
| | Scribe (Student responds Orally in English) | ✓ | ✓ | ✓ | ✓ | 5 | Individual | Page 25 |
| | Scribe (Student responds Orally in Native Language) | ✓ | ⊘ | ✓ | ✓ | 5 | Individual | Page 25 |
| | Student responds in Writing in Native Language | ✓ | ⊘ | ✓ | ✓ | No | No | Page 26 |
| | Small Group | ✓ | ✓ | ✓ | ✓ | No | Small Group | No |
| | Extended Time | ✓ | ✓ | ✓ | ✓ | 8 | Small Group | Page 27 |

Section 5: Special Instructions for Selected Accommodations

The procedures described below must be followed when administering the TCAP; the expectation is that the student is familiar with the accommodation through use during instruction, and on classroom and district assessments. Accommodations used on TCAP should not be arbitrary or last minute. Accommodations are about meeting the needs of students on a daily basis and should not be relegated only to the day of state testing.

Teacher Read Directions in English

Teacher Read Directions allow only the directions for individual items to be read to students. This accommodation does not include reading the entire item to students. The test proctor must follow the script in the *Teacher Read Directions Script* in conjunction with the script in the *Proctor's Manual*, not read from the actual student test booklet. Therefore, it is very important for the test proctor to be familiar with and practice with these materials. Guidelines on how proctors can obtain advanced access to these secure test materials are outlined in the *Colorado Student Assessment System Procedures Manual*. Teacher Read Direction scripts are available for the Reading, Writing, Mathematics and Science TCAP. The DAC obtains Teacher Read Direction scripts from Navigator, a secure website, and prints the number of copies that are needed.

- The scripts must be read by a trained test proctor. It is preferred that the test proctor is the person who regularly provides this accommodation during classroom instruction and test administration.
- The test proctor must read test directions and text word-for-word exactly as written in the script. They are not to use a student test book to read directions. A statement that is not stated explicitly in the *Teacher Read Directions Script* may not be read to the student.
- The reader must use an even tone without voice inflections so that the student does not receive any cues by the way the information is read. The proctor must be careful not to inadvertently give clues that indicate the correct answer or help eliminate some answer choices
- This accommodation must be administered independently or in a small group of no more than 15 students of fairly equivalent skills and abilities in the same testing environment.
- This accommodation must be administered in a separate testing environment from students not using this accommodation.

- Test proctors may not clarify, elaborate, or provide assistance to students. Test Proctors need to be familiar with the terminology and symbols specific to the content.
- For further information on Teacher Read Directions refer to the script.

This accommodation must be documented in the student’s educational plan and be bubbled on the student data grid. Teacher read directions are secure materials and must follow security procedures outlined in the *Assessment Procedures Manual*.

Translated Teacher Read Directions

Teacher read direction scripts are not provided in translated versions by the Colorado Department of Education. Translated Teacher Read Directions may be used if the district translates the Teacher Read Directions from English into the student’s native language. Test Proctors may have access to the scripts to translate them into the student’s native language up to 48 hours prior to test administration. This accommodation must be administered in a separate assessment environment with students at the same grade level, taking the same session in the same language. Refer to the **Teacher read directions in English** section above for further guidance on the administration of this accommodation. Teacher read directions in native language are secure materials and must follow security procedures as outlined in the *Assessment Procedures Manual*.

In the case of translation accommodations on assessments, students do not need to be consistently receiving them in the classroom. For example if a student speaks Russian and the school does not provide Russian instruction or translation in Russian, the student could still be provided the opportunity to demonstrate what they know and may be administered the TCAP with Teacher read directions in the native language.

Oral Scripts

A trained test proctor may be provided to read the entire test orally to students who are unable to decode text visually. Test proctors should be provided to students on an individual basis. A student should have the option of asking a reader to slow down or repeat text. Due to limited resources, it may be necessary to read to a small group of students.

Oral scripts allow the directions and items/prompts to be read to students.

The prompt for the writing question in the combined Reading/Writing session of TCAP is found in the Oral Script for Writing. This is the only item from that session that can be fully read to the student.

Oral Scripts are posted annually on Navigator and available through the DAC. These are secure materials. Scripts are in separate books for Writing, Mathematics and Science. Oral

scripts are not provided for the Reading sessions, as this invalidates the construct of the assessment. It is common for students who use Oral Script for Writing, Mathematics and Science to use Teacher Read Directions for Reading sections of the TCAP.

- The scripts must be read by a trained test proctor. It is preferred that the test proctor is the person who regularly provides this accommodation during classroom instruction and test administration.
- The test proctor must read the Oral Scripts word-for-word exactly as written in the script. They are not to use a student test book to read directions. A statement that is not stated explicitly in the Oral Script may not be read to the student.
- The reader must use an even tone without voice inflections so that the student does not receive any cues by the way the information is read. The proctor must be careful not to inadvertently give clues that indicate the correct answer or help eliminate some answer choices.
- This accommodation must be administered independently or in a small group of no more than 15 students of fairly equivalent skills and abilities in the same testing environment. Groups should be determined based on language ability so that pacing does not interfere with student performance.
- This accommodation must be administered in a separate testing environment from students not using this accommodation.
- Test proctors may not clarify, elaborate, or provide assistance to students. Test Proctors need to be familiar with the terminology and symbols specific to the content.
- Further information about Oral Scripts is provided in the actual documents themselves in the introduction.

This accommodation must be documented in the student's educational plan and be bubbled on the student data grid. Oral Scripts are secure materials and must follow security procedures outlined in the *Assessment Procedures Manual*.

Translated Oral Script

Translated Oral Scripts of the entire assessment may be used on the Writing, Math, and Science sessions of TCAP. Refer to the **Oral Scripts** section above for further guidance on the administration of this accommodation. Oral scripts are provided in translated versions by the Colorado Department of Education in the language of Spanish for the math, science, and writing tests.

For all other languages, Test Proctors/translators may have supervised access to the oral scripts to translate them into the student's native language for up to 48 hours. This translation should occur as close to the test window as possible to minimize possible

breaches in test security. As a reminder, parents cannot proctor their child while taking the TCAP, which would also apply for the proctoring of accommodations that use translation. Parents may not translate oral scripts for the grade level their child is enrolled in. Please contact CDE with questions related to translation of oral scripts. Translated Oral Scripts are secure materials and must follow security procedures outlined in the *Assessment Procedures Manual*.

In the case of translation accommodations on assessments, students do not need to be consistently receiving them in the classroom. For example if a student speaks Russian and the school does not provide Russian instruction or translation in Russian, the student should still be provided the opportunity to demonstrate what they know and may be administered the TCAP with a Translated Oral Script.

Scribe (English)

Oral response may be used as a linguistic accommodation based on an individual ELs' language development. An EL on the continuum of language development, who is unable to show content knowledge in a written response, may be able to show this knowledge on TCAP by responding orally in English. The student continues to be responsible for telling the scribe where to place punctuation marks and capitalization, and must be allowed to look at what was written by the Scribe, and make any changes the student thinks are appropriate. This accommodation must be documented in the student's educational plan and be bubbled on the student data grid.

Scribe (native language)

The Scribe (native language) accommodation may be used on the Reading, Math, and Science sessions of TCAP. An EL on the continuum of language development who is unable to show content knowledge in a written response, may be able to show what he or she knows on TCAP by responding orally in his or her native language. The student continues to be responsible for telling the scribe where to place punctuation marks, and must be allowed to look at what was written by the Scribe, and make any changes the student thinks are appropriate.

When a student responds in their native language, the scribe may record the student answers for constructed response items in the student's native language in a separate test book. After the test session is complete, in a secure environment, the scribe must translate the student responses into English and transcribe the student responses into a scan-able student test booklet. The test book that has responses in the student's native language must be returned to CTB with not to be scored materials.

This accommodation must be documented in the student's educational plan and it is bubbled on the student data grid.

Using a Scribe (native language) is not allowed on the writing sessions of TCAP as it would invalidate the construct of the test, and the student will receive a no score.

Guide for the Scribe:

The role of a scribe is to write exactly what is dictated, no more and no less.

There are skills involved when being a scribe that require extensive practice. Both the student and the scribe must have the opportunity to work together prior to an assessment. Use of a scribe must be part of the student's daily instructional environment.

A person who serves as a scribe needs to be carefully prepared to ensure that he or she knows the vocabulary involved and understands the boundaries of the assistance to be provided. The person must also be trained in test administration procedures for the assessment.

A scribe may not edit or alter student work in any way and must record word-for-word exactly what the student has dictated.

Scribes should request clarification from the student about the use of punctuation and capitalization, and must allow the student to review and edit what the scribe has written.

- For multiple choice items, the student must point to or otherwise indicate the response option chosen. The scribe will then darken the bubble corresponding to that response option.
- For constructed response items for reading, math, and science, the student must dictate to the scribe, who will then write the student's response in the test booklet (English) or in a separate test book for later translation (from the native language into English). The scribe may use proper mechanics and spelling. Once the student has dictated his or her response, the scribe will show the student what was written and the student may then choose to make any changes.
- For constructed response items for writing (English only), the student must dictate to the scribe, who will then write the student's response, verbatim, in the test book as one long statement with no punctuation or capitalization; however, the scribe may spell words correctly. Once the student has dictated his or her response, the scribe will show the student what has been written and ask the student to indicate where punctuation and capital letters should be placed. At this time, the student may also choose to make any changes or additional edits.

Student Respond in Writing in Native Language

Student response by writing in his or her native language may be used as a linguistic accommodation based on an individual ELs' language development. An EL on the continuum of language development who is unable to show content knowledge in written English, may be able to express that content knowledge by writing in his or her native

language. Students write in their test book, and then the entire test book is translated and transcribed into a new test book. Parents may not translate/ transcribe their student's book. This accommodation may be used on the Reading, Math, and Science sessions of TCAP.

The student test books with native language answers are secure materials and must follow security procedures outlined in the *Assessment Procedures Manual*. These books should be returned to CTB with not to be scored materials.

Word-to-Word Dictionaries

Word-to-word dictionaries may be used on the Writing, Math, and Science sessions of TCAP. A word-to-word dictionary does not have definitions of words. The use of word-to-word dictionaries should be a part of the student's regular classroom assessment processes.

CDE does not maintain an approved list of word-to-word translation dictionaries. Schools must work with their DAC and English Language Acquisition Coordinator to ensure they comply with any approval process or policies within their school district. This accommodation is bubbled on the student data grid. This accommodation does not need to be administered in a separate environment.

Extended Time

Some students may require extended time to complete an assessment. The additional time may be required simply because the student needs more time to complete the test, or another accommodation may necessitate a time extension.

- The amount of extended time a student requires must be documented in a formal plan.
- This accommodation must be administered independently or in a small group of no more than 15 students with fairly equivalent skills and abilities in the same testing environment.
- Additional considerations for test security apply when students are using extended time.
 - To the extent possible, students in an extended time testing environment should be taking the same sessions at the same time and in the same order as their peers.
 - Students should not interact with students who have taken different testing sessions.
- Extended time does not mean unlimited time. Extended time for state assessments usually means time and a half (90 minutes for a 60 minute section).

- Some students may require only a brief extension beyond time and a half to finish their work. In these cases, students in the extended time assessment environment may keep working until finished. All students in the environment must maintain appropriate testing conditions.
- Time beyond time and a half must be documented and considered on an individual basis for appropriate grouping decisions.
- If extended time is given to a group of students, all students must remain seated until all students have finished and testing materials are handed in to the test proctor.
- The data code “extended timing used” must not be marked for students who do not use the extended time provided, even if they are included in an extended time group.

Section 6: CoAlt Expanded Accommodations for ELs with Significant Cognitive Disabilities

EL students with identified significant cognitive disabilities may be eligible for the Colorado Alternate assessment (CoAlt) with expanded accommodations.

The Colorado Alternate assessment (CoAlt) is intended to be accessible to students with significant cognitive disabilities who require an alternate measurement of their learning and who have been identified through the Individualized Education Plan (IEP) process as qualifying for this assessment using the criteria worksheet found in the Colorado Accommodations Manual. This assessment measures student progress towards Colorado's Expanded Benchmarks in reading, writing, mathematics (grades 3 – 10) and science (grades 5, 8, 10).

Students taking CoAlt may use Expanded Accommodations in addition to all standard and linguistic accommodations allowed on TCAP. Because each student taking this assessment will require individualized supports to meet his or her unique learning needs, educators will need to adapt materials and presentation methods based on each student's needs.

Adaptations of materials by size or contrast levels, use of three-dimensional objects rather than two-dimensional testing materials, and assistive technology devices are types of Expanded Accommodations which make test materials accessible to the student and/or allow the student to respond to the test materials. As with any accommodation used on statewide assessments, these accommodations must be documented on the student's IEP, and be used regularly during instruction and on classroom assessments for at least three months prior to the assessment window to ensure that the student is successful in using the accommodation.

Assistive technology may be especially useful for this assessment. This manual does not include a comprehensive list of approved devices, as the types of assistive technology devices or low tech mechanisms can be quite expansive. Test Examiners may use assistive technology that the student currently uses in the classroom. If you have questions regarding assistive technology devices that may be used on the CoAlt, please contact your DAC.

Expanded Accommodations may enhance a Test Examiner's ability to present the materials and/or a student's ability to respond to task requirements. However, the content of an item must not be changed by the use of an Expanded Accommodation, as that would be considered a modification of the item and would invalidate the assessment. Additionally, Expanded Accommodations must not lead students to select a particular answer. For example, if modified picture representations are used and the student is provided three black and white pictures and one color picture, the Expanded Accommodation would entice the student to select the color picture, thus compromising the item.

For each item, the Test Examiner will need to be aware of the indicator being assessed in order to ensure that the Expanded Accommodation will not interfere with what is being measured. For example, if the assessed indicator is “estimate a number up to 20” and the student is provided only answer choices on his or her communication device that could be correct, then the item is compromised because there are no incorrect choices or distracters.

Some standard accommodations are inherent within the administration of CoAlt. For example, much of CoAlt can be read out loud as directed, and all students who take CoAlt are assessed individually and in a separate setting. The following tables outline common standard accommodations, Expanded Accommodation and the corresponding accommodation codes. All accommodations with codes used during testing must be marked on the student data grid.

| Presentation Accommodations | ACCOMMODATION | READING | WRITING | MATHEMATICS | SCIENCE | ACCOMMODATION CODE |
|------------------------------------|--------------------------------------|---------|---------|-------------|---------|---------------------------------|
| | Color Overlays | ✓ | ✓ | ✓ | ✓ | Other |
| | Closed Circuit Television (CCTV) | ✓ | ✓ | ✓ | ✓ | Other |
| | Handheld Magnifiers | ✓ | ✓ | ✓ | ✓ | Other |
| | Signing of Teacher Statements | ✓ | ✓ | ✓ | ✓ | Signing |
| | Braille | ✓ | ✓ | ✓ | ✓ | Braille |
| | Audio Amplification Devices | ✓ | ✓ | ✓ | ✓ | Other |
| | Modified or Enlarged Picture Symbols | ✓ | ✓ | ✓ | ✓ | Modified Picture Symbols |
| | Real Objects | ✓ | ✓ | ✓ | ✓ | Objects |
| | Assistive Technology | ✓ | ✓ | ✓ | ✓ | AT |

| Response Accommodations | ACCOMMODATION | READING | WRITING | MATHEMATICS | SCIENCE | ACCOMMODATION CODE |
|-------------------------|---|---------|---------|-------------|---------|--------------------|
| | Assistive Technology | ✓ | ✓ | ✓ | ✓ | AT |
| | Scribe* | NA | ⊘ | NA | NA | NA |
| | Signing to Communicate to Test Examiner | ✓ | ⊘ | ✓ | ✓ | Signing |
| | Eye Gaze | ✓ | ✓ | ✓ | ✓ | Eye Gaze |
| | Underlining / Highlighting | ✓ | ✓ | ✓ | ✓ | No |
| | Student's Preferred Writing Tool | ✓ | ✓ | ✓ | ✓ | No |

| Setting/Environmental Accommodations | ACCOMMODATION | READING | WRITING | MATHEMATICS | SCIENCE | ACCOMMODATION CODE |
|--------------------------------------|--|---------|---------|-------------|---------|--------------------|
| | Change of Location | ✓ | ✓ | ✓ | ✓ | No |
| | Sensory (slant board, special chairs, fidget toys, weighted vests) | ✓ | ✓ | ✓ | ✓ | Other |
| | Noise buffers | ✓ | ✓ | ✓ | ✓ | Other |

| Timing / Scheduling | ACCOMMODATION | READING | WRITING | MATHEMATICS | SCIENCE | ACCOMMODATION CODE |
|------------------------|----------------------------------|---------|---------|-------------|---------|-----------------------|
| | Time of Day | ✓ | ✓ | ✓ | ✓ | Other |
| | Multiple or Frequent Breaks** | ✓ | ✓ | ✓ | ✓ | Other |

* CoAlt is an individually administered assessment in which the test examiner scores student responses at the time of the assessment. Students do not write or bubble in answers for reading, mathematics, or science. Using a scribe for the writing sessions invalidates the construct of the assessment.

**Breaks may be given based on a student's need and may be extended overnight. Breaks may be given only after a question is completed. Once a question has been presented, the question must be scored prior to beginning a break.

Section 7: CELApro/CELAplace Accommodations for ELs with Disabilities

OVERVIEW OF ACCOMMODATIONS AVAILABLE FOR CELAPLACE AND CELAPRO

- Accommodations for CELAplace and CELApro are available only to students with disabilities with a documented need for the accommodation in an IEP or 504 Plan.
- Linguistic Accommodations are not allowed on CELA place or CELApro since they would invalidate the construct of the test.
- Students with an IEP or 504 Plan who meet the criteria to take the CELAplace screening assessment, should be provided non-linguistic assessment accommodations as documented on their educational plan.
- Oral Script and Teacher Read Direction accommodations are provided for in the test design.
- Nonstandard Accommodations may be requested through the nonstandard accommodation process as outlined in Section 5 of this manual. Nonstandard accommodations must be approved by CDE prior to use on CELApro.
- Although not an accommodation, as standard administration procedures test examiners may bubble multiple-choice items for any Kindergarten age student.

| ACCOMMODATION | READING | WRITING | SPEAKING | LISTENING | ACCOMMODATION CODE |
|---|---------|---------|----------|-----------|--------------------|
| Flexible Schedule – Once a session is begun, it must be completed | ✓ | ✓ | ✓ | ✓ | NA |
| Sensory (slant board, special chairs, fidget toys, weighted vests) | ✓ | ✓ | ✓ | ✓ | NA |
| Braille (grades 3 - 12) with Tactile Graphics (must have a documented diagnosis of blindness/visual impairment) * | ✓ | ✓ | ✓ | ✓ | 1 |

| ACCOMMODATION | READING | WRITING | SPEAKING | LISTENING | ACCOMMODATION CODE |
|--|---------|---------|----------|-----------|--------------------|
| Color Overlay | ✓ | ✓ | ✓ | ✓ | NA |
| Large Print | ✓ | ✓ | ✓ | ✓ | 2 |
| Magnification Equipment (CCTV or Handheld Magnifier) | ✓ | ✓ | ✓ | ✓ | NA |
| Respond Orally to Scribe in English | ✓ | ✓ | NA | ✓ | 5 |
| Signing in English ** | ✓ | ✓ | ✓ | ✓ | 6 |
| Respond to using personal assistive communication device | ✓ | ✓ | ✓ | ✓ | 7 |
| Computer/Personal Portable Keyboard (spell check and grammar check must be disabled, answers must be transcribed) ** | NA | ✓ | NA | NA | 7 |
| Signing or Lip Reading for presentation of Listening assessment (must have documented diagnosis of deaf/hard of hearing) | NA | NA | NA | ✓ | NA |
| Approved Nonstandard Accommodations | ✓ | ✓ | ✓ | ✓ | A |

* For students in grades K – 2 with visual disabilities requiring accommodations on CELApro or CELAplace, please contact ESLU at 303.866.6811

** Students bubble answers for the Reading and Listening portions of the assessment, and write short constructed responses for Writing.

Appendix A: Universal Design and Plain Language

The Unit of Student Assessment is working with CTB/McGraw-Hill to ensure that Universal Design and Plain Language (UDPL) are inherent in the development processes of state assessments.

UDPL ensures that items are presented in the clearest and most straight forward manner possible. The items are designed to provide better access to the content in the item; however, accommodations are still necessary for many students in order for barriers to be removed. Items developed under the guidelines of UDPL may be more amenable to accommodations by providing access to the assessment.

Universal Design is an assessment practice which focuses on:

- Precisely defined constructs–direct match to objective being measured
- Accessible, non-biased items–ensure the ability to use accommodations (Braille and Oral Presentation), quality in all items
- Simple, clear directions and procedures–understandable language, consistency in format and procedures across content areas
- Maximum legibility–simple fonts, use of white space, heading and graphic arrangement relative to importance, heading and graphic arrangement relative to the order in which content should be considered.
- Maximum readability–plain language

Plain Language ensures the clarity of a test item without diminishing the quality. Test items altered for plain language result in:

- Active voice
- Short sentences
- Common everyday words
- Purposeful graphics that
 - aid in understanding, and
 - do not lead or distract from an answer
- Easy-to-Read design features–white space and headings are cues to what is important

Appendix B: ELs with Exceptional Needs (ELEN)

In the case of students who are identified as English Learners with disabilities, the need for accommodations must be documented in the Individualized Education Plan (IEP) and ELA Plan or other formal plan. Special education and EL professionals should work closely together when determining appropriate accommodations for ELEN students.

This population of students may qualify for accommodations in the *Colorado Accommodations Manual* and linguistic accommodations listed in the *Colorado Accommodations Guide, Selecting and Using Accommodations for English Learners*. Students who are English Learners and who are eligible to take the CoAlt assessment may have the Math, Science and Writing assessments translated into their native language. In the case of translation accommodations, students do not need to be consistently receiving them in the classroom. For example if a student speaks Russian and the school does not provide Russian instruction or translation in Russian, the student could still be provided the opportunity to demonstrate what they know and may be administered the TCAPA with Teacher Read Directions or Oral Scripts in the native language.

Please note that the teacher may not translate the TCAP reading assessment or the CoAlt reading assessment as it would change what is being measured. However, Spanish CoAlt reading/writing, available in 3rd and 4th grade may be used if student meets the requirements for taking these assessments.

See Lectura /Escritura Decision Making Flowchart on page 10.

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