



Colorado Department of Education
English Language Acquisition Unit
Unit of Student Assessment

COLORADO ACCOMMODATIONS MANUAL FOR ENGLISH LANGUAGE LEARNERS

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September 7, 2007

Dear Colleagues,

The *Colorado Accommodations Manual for English Language Learners* reflects our efforts at CDE to continuously improve our assessment of Colorado's English Language Learners (ELLs). This process is recursive as the research and scholarly endeavors regarding the assessment of ELLs continues to evolve.

“Assessment involves a rational, logical progression of gathering, analyzing and reporting information. Meaningful assessment data that are reliable, valid, fair and useful should be the backbone of educational decision-making.” (2006, Gotlieb p.24)

It is our hope that this manual is useful to Colorado educators. We look forward to our continued collaboration to ensure Colorado's ELLs receive high quality instruction and appropriate accommodations.

Respectfully,

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The *Colorado Accommodations Manual for English Language Learners (ELLs)* was developed by the Colorado Department of Education collaboratively between members of The English Language Acquisition 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 ELL accommodations. Members of the review team during 2006-07 and 2007-08 include:

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INTRODUCTION

The *Colorado Accommodations Manual for English Language Learners (ELLs)* is provided to assist districts and schools in providing appropriate accommodations for Colorado’s English Language Learners (ELLs).

Work in the area of ELL responsive accommodations is “new” and process oriented, that is, we are working to build Colorado’s expertise and capacity in the area of ELL responsive accommodations.

PROCESS:

Phase I Adapted for Colorado by CDE, Unit of Student Assessment, CDE and English Language Acquisition Unit
June 2007 Reviewed by the CDE Study Group
through August Reviewed by CDE, Exceptional Student Leadership Unit
2007 Reviewed by the Colorado English Language Acquisition (CELApro) assessment committee

Phase II August 2007, first operational *Colorado Accommodations Manual for English Language Learners (ELLs)*
August 2007 On-going research and data analysis relative to growing efficacy of this manual
through August 2008

- Committee of Research (HELDE)
- Committee of Practitioners
- United States Department of Education (USDOE) Limited English Proficient (LEP) Partnership recommendations
- TAC (Technical Advisory Committee) Recommendations
- Best Practices for State Assessment Policies for English Language Learners (ELLs): Handbook Development Project, George Washington University

Phase III Research revisions with panel of experts
August 2008 and ongoing

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SECTION 1: OVERVIEW

PURPOSE:

The *Colorado Accommodations Manual for English Language Learners (ELLs)* is targeted to guide educators on implementing accommodations for classroom instruction and classroom assessments. In addition, guidelines for allowable accommodations on the Colorado Student Assessment Program (CSAP) for English Language Learners (ELLs) are outlined.

Specifically the *Colorado Accommodations Manual for English Language Learners (ELLs)* has been developed to ensure that:

- ELL-responsive accommodations are provided in order for ELL students to have access to quality ongoing instruction and assessment;
- accommodations are provided to qualified students on school, district and CSAP assessments;
- accommodations are provided to dually identified students with an Individualized Education Plan (IEP) on school, district and CSAP assessments;
- accommodations used by ELLs on CSAP are consistent and routinely used in classroom instruction and assessments;
- further guidelines are provided specifically to accommodations that are appropriate for the CSAP.

The *Colorado Accommodations Manual for English Language Learners* presents a five-step process for the English Language Acquisition (ELA) Plan coordinators, general education and English as a Second Language (ESL)/Bi-lingual Education (BIED) teachers, administrators, and district level assessment staff to use in the selection, administration, and evaluation of the effectiveness of the use of instructional and assessment accommodations by ELLs.

The guidance in the manual pertains to students designated as ELLs. The five steps include the following:

1. **Expect** ELLs 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.



SECTION 2: THE FIVE STEP PROCESS

STEP 1

EXPECT ENGLISH LANGUAGE LEARNERS TO ACHIEVE GRADE-LEVEL ACADEMIC CONTENT STANDARDS

The Federal **No Child Left Behind Act of 2001 (NCLB)**, formerly the *Elementary and Secondary Education Act 1965 (ESEA)*, requires the participation of English Language Learners (ELLs) in standards-based instruction and assessment initiatives.

States and local school districts must include all students, including students with limited English proficiency, 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 (§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” (emphasis added, §1111(b)(3)(C)(ix)(III)).

INCLUDING ALL ELLS 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. English Language Acquisition (ELA) Program team members and/or general education team members 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: ELL and cognitively disabled.

An English Language 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).

Colorado school law, as defined by Title 22 of the Colorado Revised Statutes (CRS) states that 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). ELLs in 3rd or 4th grade can take the assessment in Spanish (3rd grade reading and 4th grade reading and writing (CRS: 22-7-409-3.5 (a)) as long as they have been in the English language proficiency program, pursuant to CRS: 22-24-106, less than three years (CRS: 22-7-409-1). (*Refer to the flowchart on page 10*)

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

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

PARTICIPATION CRITERIA FOR STUDENTS WHO ARE ELLS ON CSAP

ALL STUDENTS WHO ARE ELLS WILL PARTICIPATE IN ALL CONTENT AREAS OF THE CSAP

The key question is “how do we guarantee that all CSAP test material is comprehensible for all English Language Learners in a way that allows each individual student to demonstrate their knowledge and skills?”

“Every student enrolled in a public school shall be required to take the (state) assessments...”- Colorado Revised Statutes [22-7-409(1.2a.1.d.I)]

Every student including ELLs must be given the opportunity to demonstrate their knowledge

MOST ELLS WILL BE ABLE TO ACCESS THE CSAP WHEN APPROPRIATE ACCOMMODATIONS ARE PROVIDED

For ELLs appropriate accommodations which make certain the content is comprehensible, **MUST** be monitored and used according to student’s individual needs.

It will be the responsibility of the test proctor to monitor the NEP (Non English Proficient) students during the early stages of assessment administration.

If all accommodation options are exhausted and the student still cannot access the content in the assessments due to language, the test may be invalidated using the “unable to test due to language” bubble. (Refer to the procedures manual)

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. Providing accommodations during instruction and assessments may also promote 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;
- collaboration between general and English Language Acquisition (ELA) educators must occur for successful student access.

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

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

State Standards: http://www.cde.state.co.us/cdeassess/documents/olr/k12_standards.html

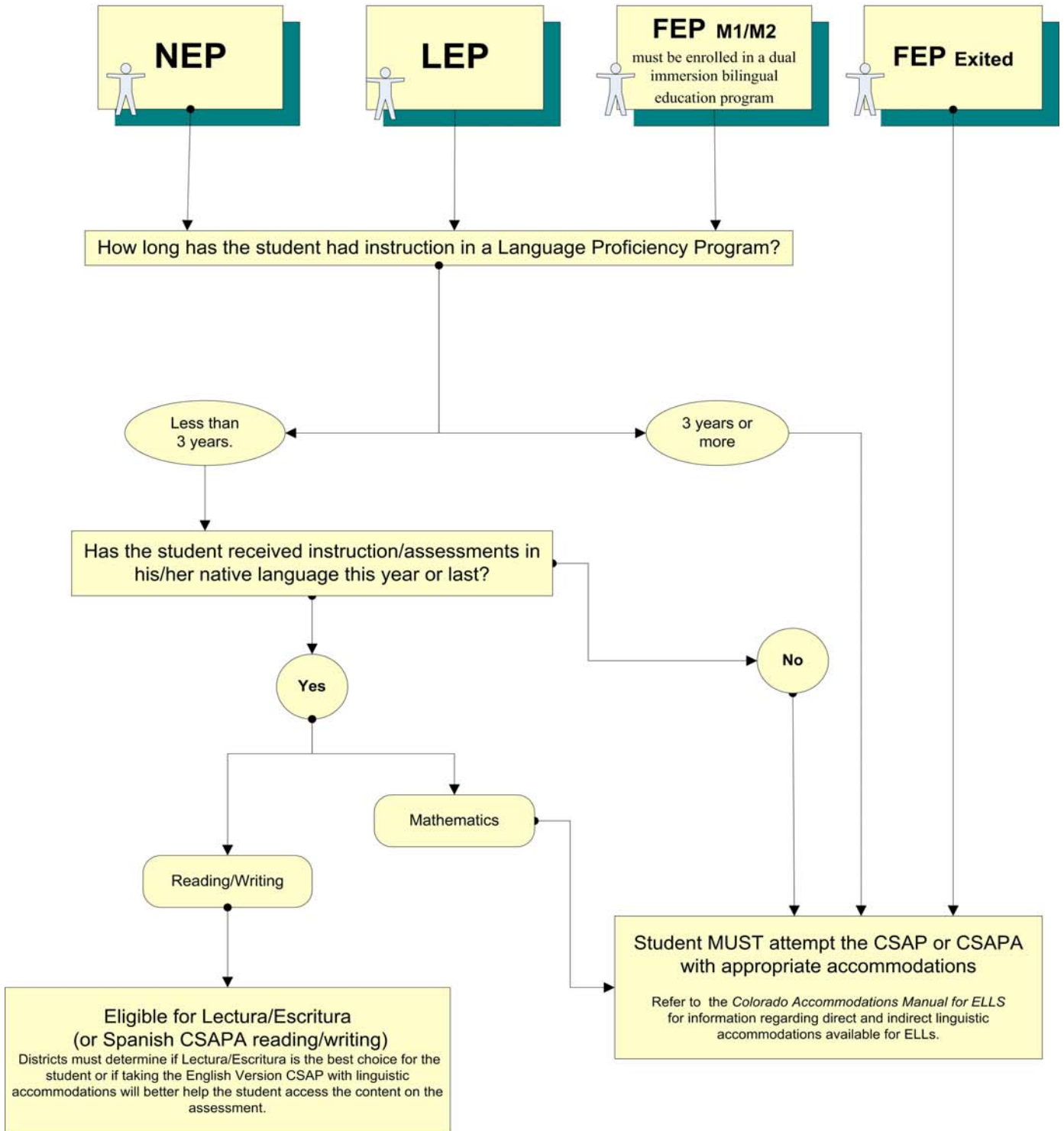
English Language Development (ELD) Standards:

http://www.cde.state.co.us/cde_english/download/ELDStandardsApril2005.pdf

Lectura and Escritura Decision Making Flowchart

Grades 3 and 4

ALL students are required to participate in the Colorado Student Assessment Program by taking either CSAP or CSAPA..



STEP 2:

LEARN ABOUT ACCOMMODATIONS FOR CLASSROOM AND DISTRICT INSTRUCTION AND ASSESSMENT

ACCOMMODATIONS FOR CLASSROOM AND DISTRICT INSTRUCTION AND ASSESSMENT

Accommodations are practices and procedures in the areas of Direct Linguistic Support and Indirect District Support that provide equitable access during instruction and assessments for ELL students without invalidating the test construct.

Accommodations for ELLs are intended to:

- reduce the linguistic load necessary to access the content of the curriculum or assessment,
- overcome social-cultural barriers that prevent them from accessing the content of the test, and
- allow ELLs to more efficiently use linguistic resources to access curriculum or the content of the assessment

Accommodations should be used, not only during specialized ESOL instruction, but also during content area instruction in reading, writing, mathematics, science, etc. to ensure that ELLs have the tools and scaffolding necessary to access content area instruction.

The documented accommodations must be routinely used during:

- classroom instruction and
- similar classroom assessments that measure the same construct

ACCOMMODATIONS FOR CLASSROOM INSTRUCTION VS ASSESSMENTS (CLASSROOM, DISTRICT AND CSAP)

Accommodations do not reduce learning expectations. The accommodations provided to a student may be the same for classroom instruction, classroom assessments, district and state assessment (CSAP).

It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for classroom assessments, district assessments and CSAP.

When choosing accommodations for students, educators should consider which accommodations are allowed on CSAP to ensure the student uses and is familiar with this accommodation prior to the administration of CSAP. This does not mean that these are the only accommodations which may be appropriate for individual students during instruction and classroom and district assessments. Accommodations appropriate for individual students during instruction and assessments should be provided in addition to the accommodations the student will need for CSAP.

During CSAP, 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 CSAP when it does not invalidate the construct, is provided in a standardized manner and does not provide an unfair advantage while still leveling the playing field for individual students. Assessment accommodations that result in adverse consequences are commonly referred to as modifications, adaptations, alterations, and non-approved non-standard accommodations.

It is very important for educators to become familiar with Colorado policies regarding accommodations prior to CSAP (refer to *Sections 6, 7 and 8*).

ACCOMMODATIONS VS. MODIFICATIONS AND INTERVENTIONS

ACCOMMODATIONS

Accommodations are defined as any change to an assessment that addresses a unique need of the student yet does not alter the construct measured. Accommodations do not reduce learning expectations.

MODIFICATIONS

Modifications refer to practices that change, lower, or reduce learning expectations or instruction. Content modifications can increase the gap between the achievement of ELLs and expectations for proficiency at a particular grade level. Using modifications may result in implications that could adversely affect students throughout their educational career. 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

Providing modifications to content during classroom instruction and/or classroom assessments may have the unintended consequence of reducing ELLs opportunity to learn critical content and may “water down the curriculum”. Providing a student with a modification during a state accountability assessment is improper and will constitute a test irregularity and will result in a misadministration. Furthermore, testing students out of grade level is prohibited.

INTERVENTIONS

Over the past few years CDE has been working on a statewide Response to Intervention (RtI) initiative. The English Language Acquisition Unit (ELAU) has been involved in this process as a means of integrating the unique needs of ELLs with RtI. In the coming months Colorado’s RtI planning group will be disseminating more information regarding RtI. Interventions for instructional approaches (such as Response to Intervention, or RtI) are very different from the accommodations students might need to receive both for instruction and for assessment purposes. Interventions include the explicit instruction students need to progress in the general education curriculum, and include content or behavioral strategies. It’s critical that students receiving this type of instructional intervention also be provided accommodations to allow them to demonstrate their skills in an assessment environment. Interventions are designed to assist students in developing skills and to allow progress to be made in content areas, while accommodations provide the needed “leveling of the playing field” to allow them to actively demonstrate their skills until they are able to demonstrate skills at grade level.

One of the purposes of RtI is to prevent students from being referred to special education; therefore we must allow students to continue to use accommodations during assessment. Otherwise, it may have the unintended consequence of placing more students in special education to receive the appropriate and needed accommodations.

(Refer to Appendix C for RtI)

STEP 3

SELECT ACCOMMODATIONS FOR INSTRUCTION AND CLASSROOM, DISTRICT AND CSAP ASSESSMENT FOR INDIVIDUAL STUDENTS

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 and the student's level of performance in relation to district 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 ELLs can participate in the general education curriculum.

QUESTIONS TO GUIDE ACCOMMODATION SELECTION

Selecting accommodations for instruction and assessment is the role of a student's educational team. Use the questions provided below to guide the selection of appropriate accommodations for students for whom accommodations are appropriate:

Student Background Considerations

1. What is the student's level of English language proficiency development?
2. What is the length of time a student has been in an academic environment in which English was the primary language of instruction?
3. What is the student's prior schooling?

Student Performance in the Classroom

1. What is the student's current academic achievement and test performance?
2. What are the student's learning strengths and areas of further improvement?
3. How does the student's learning needs affect the achievement of grade-level content standards?
4. What specialized instruction (e.g., teacher preparation, building background knowledge, comprehensible input, strategy instruction, opportunities for learning, application activities, lesson delivery strategies) does the student need to achieve grade-level content standards?

Guidance for Initial Selection of Accommodation(s) for Classroom Use

1. What (new or currently-used) accommodation(s) increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the linguistic load?
2. What accommodation(s) is/are regularly used by the student during classroom instruction and assessment?
3. What are the results for assignments and assessments when accommodation(s) are used (or not used)?
4. What difficulties did the student experience in using the accommodation(s)?
5. What is the student's perception of how well the accommodation(s) "worked"?
6. What are the perceptions of parents, teachers, & specialists about how the accommodation(s) worked?
7. Should the student use accommodation(s) or are changes needed?
8. Are there effective combinations of accommodation(s)?

Ongoing Evaluation of Accommodation(s) Used by Student in the Classroom:

1. Is the student willing to learn to use the accommodation(s)?
2. Are there opportunities for the student to learn how to use the accommodation(s) in classroom settings?
3. What are the conditions for use of the accommodation(s) on CSAP (*Refer to Sections 6, 7, and 8*)?

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.

STEP 4

ADMINISTER ACCOMMODATIONS DURING CLASSROOM INSTRUCTION AND ASSESSMENTS

ROUTINE USE OF ACCOMMODATIONS

The documented accommodations must be routinely used during

- Classroom instruction and
- Similar classroom assessment(s) that measure the same construct

Note: There are exceptions to the rule. 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 should still be provided the opportunity to demonstrate what they know and may be administered the CSAP with a translated oral script (entire test).

Accommodations are seen as a form of scaffolding that can help students overcome barriers that impede ELLs performance in the classroom. Accommodations are strategies that help ELLs understand the target language either through Caretaker Speech strategies such as simplification, replication, clarification or through output/response strategies. Language isn't a barrier to overcome, but something to work through using the proper strategies.

ACCOMMODATIONS DURING CSAP

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 CSAP must be mapped out. It is not uncommon for members of the educational team who are familiar with the accommodation practices a student has been given during classroom instruction, classroom assessments and district assessments, to be given the responsibility for arranging, coordinating, and providing assessment accommodations for all students who may need them. Thus, it is essential for all teachers to know and understand the requirements and consequences of district assessments and CSAP including the use of accommodations. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment accommodations on test day.

(Refer to Teacher Tools 3, 4, and 5)

Prior to the CSAP, be certain test proctors know what accommodation(s) each student will be using and how to administer them properly. For example, test administrators and proctors need to know whether a student will be allowed extra time if necessary to complete the test, when the testing time ends and what plan exists for the student to continue working. Staff administering accommodations, such as reading to a student or writing student responses, must adhere to specific guidelines so that student scores are valid. (Refer to Sections 6, 7,8)

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 administrators, proctors, and all staff involved in test administration **must** adhere to these policies (Refer to the *Assessment Procedures Manual*). 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 appropriate persons if any nonstandard or delimiting 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 ELLs; and
- avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment.

ETHICAL TESTING PRACTICES AROUND ACCOMMODATIONS

Ethical testing practices must be maintained during the administration of a test and individual accommodations appropriate for students. Unethical testing practices relate to inappropriate interactions between test proctors and students taking the test. Unethical practices include allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, giving oral directions, coaching students during testing, editing student responses, or giving clues in any way.

More specific information regarding ethical practices can be found in the *CSAP Test Proctors Manual*, and the *Assessment Procedures Manual*. Practices considered unethical in relation to accommodations include:

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

STEP 5

EVALUATE AND IMPROVE ACCOMMODATION USE

Accommodations must be selected on the basis of the individual student's needs and must be used consistently for classroom instruction, classroom assessments and district assessments. Collecting and analyzing data on the use and effectiveness of accommodations are necessary to ensure the meaningful participation of ELLs on CSAP, classroom and district-wide assessments. Data on the use and impact of accommodations during assessments may reveal questionable patterns of accommodations use, as well as support the continued use of some accommodations or the re-evaluation of those accommodations that the student is not using or are not working for the individual student. Examination of the data may also indicate areas in which the teachers and test administrators need additional training and support.

In addition to collecting information about the use of accommodations within classroom instruction, information also needs to be gathered on the implementation of accommodations during classroom and district assessments. Observations conducted during test administration, interviews with test proctors, and talking with students after testing sessions will likely yield data that can be used to guide the formative evaluation process at the school or district level and at the student level. Information on the use of accommodations can be easily collected when it is coded on the test form with other student information. Accommodation information can be analyzed in different ways. The following are some questions to guide data analysis at the school and district level and the student level.

QUESTIONS TO GUIDE EVALUATION OF ACCOMMODATION NEED AND USE AT THE SCHOOL

1. Are there policies to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?
2. Are there procedures in place to ensure that test administration procedures are not compromised with the provision of accommodations?
3. Are students receiving accommodations that are documented (*Refer to pages 22 and 23*)?
4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?
5. How many students in English language proficiency programs are receiving accommodations?
6. What types of accommodations are provided and are some used more than others?
7. How well do students who receive accommodations perform on state and local assessments? If students are not meeting the expected level of performance, is it due to the students not having had access to the necessary instruction, not receiving the accommodation, or using the accommodations that were not effective?

QUESTIONS TO GUIDE EVALUATION AT THE STUDENT LEVEL

1. What accommodations are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when accommodations are used versus when accommodations are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the accommodations, or using accommodations was ineffective?
3. What is the student's perception of how well the accommodation worked?
4. What combinations of accommodations seem to be effective?
5. What are the difficulties encountered in the use of accommodations?
6. What are the perceptions of teachers and others about how the accommodation appears to be working?

(Refer to Teacher Tools 1-6).

These questions can be used to formatively evaluate the accommodations used at the student level, as well as the school or district levels. School-and district-level questions can be addressed by a committee responsible for continuous improvement efforts, while the student-level questions need to be considered by the education team. It is critical to stress that formative evaluation is not the responsibility of just one individual. The entire educational team should contribute to the information gathering and decision-making processes.

SECTION 3: TYPES OF ACCOMMODATIONS

DESCRIPTION OF ACCOMMODATION CATEGORIES FOR ELLS

Accommodations for English Language Learners are categorized in two ways:

- Direct Linguistic Support Accommodations—Involve adjustment to the text of the assessment. They can be delivered in English or the native language.
- Indirect Linguistic Support Accommodations—Involve adjustments to the conditions under which a test is taken. (test environment and test schedule)

Both accommodation categories address ELL's linguistic needs, helping these students access the academic construct measured.

DIRECT LINGUISTIC SUPPORT ACCOMMODATIONS

WHAT ARE DIRECT LINGUISTIC SUPPORT ACCOMMODATIONS?

- 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

(Retrieved from [HTTP://CEEE.GWU.EDU/AA/ACCOMMODATIONS_TYPES.HTML](http://ceee.gwu.edu/aa/accommodations_types.html))

(Refer to Appendix B for more information on how the research on plain language is guiding test development and is embedded in the design of the assessment.)

(Refer to Section 4 for examples of accommodations in these categories)

WHO CAN BENEFIT FROM DIRECT LINGUISTIC SUPPORT ACCOMMODATIONS?

Students who benefit most from direct linguistic support accommodations are those who are categorized as NEP and LEP.

INDIRECT LINGUISTIC SUPPORT ACCOMMODATIONS

WHAT ARE INDIRECT LINGUISTIC SUPPORT ACCOMMODATIONS?

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

WHO CAN BENEFIT FROM INDIRECT LINGUISTIC SUPPORT ACCOMMODATIONS?

Students who benefit most from indirect linguistic support accommodations are those who are categorized as NEP or LEP, although students who are in monitor status (M1 or M2) may also benefit.

SECTION 4: EXAMPLES OF ACCOMMODATIONS BASED ON STUDENT CHARACTERISTICS FOR ELLS



STUDENT CHARACTERISTIC: NON ENGLISH PROFICIENT (NEP)
Silent and Receptive Stage/Early Production Stage
CELApro 1 or 2 with body of evidence

Category	Accommodations to consider for instruction	<u>Standard</u> accommodations to consider for CSAP <i>(Refer to Section 6, 7 and 8 for more information on policy and procedures on these accommodations)</i>
Direct Linguistic Support	<ul style="list-style-type: none"> • Native language instruction • Teacher read directions • Teacher read directions in native language • Directions translated into native language • Oral script on classroom assessments • Translated oral scripts for classroom assessments • Use visual aids, realia, and graphic organizers • Word-to-word dictionaries • Directions simplified • Items read aloud in simplified/sheltered English • Simplified/sheltered version test provided • Directions repeated in English • Key words or phrases in directions highlighted • Key words and phrases in test highlighted • Word lists (mono or dual language) 	<ul style="list-style-type: none"> • Teacher read directions in English • Teacher read directions in native language • Oral script (entire test) • Translated oral script (entire test) • Word-to-word dictionaries • Student is allowed to highlight or underline key words or phrases in <u>directions</u> (Transcription of booklet required, see the <i>Assessment Procedures Manual</i>) • Student is allowed to highlight or underline key words or phrases in <u>assessment</u> (Transcription of booklet required, see the <i>Assessment Procedures Manual</i>)
Indirect Linguistic Support	<ul style="list-style-type: none"> • Extended time • Test individually administered • Test administered in small group • Breaks during classroom assessments • Shorter sessions with breaks in between • ESL/Bilingual teacher administers test 	<ul style="list-style-type: none"> • Extended timing used • Breaks during test sessions • Shorter sessions with breaks in between • Test individually administered • Test administered in small groups • Test-taker provided preferential seating

STUDENT CHARACTERISTIC: LIMITED ENGLISH PROFICIENT (LEP)

Speech Emergence Stage/Intermediate Fluency Stage
 CELApro 3 or 4 and body of evidence

Category	Accommodations to consider for instruction	<u>Standard</u> accommodations to consider for CSAP (Refer to Section 6, 7 and 8 for more information on policy and procedures on these accommodations)
Direct Linguistic Support	<ul style="list-style-type: none"> • Native language instruction • Teacher read directions • Oral script on classroom assessments • Translated oral scripts for classroom assessments • Use of visual aids, realia, and graphic organizers • Word-to-word dictionaries • Key words or phrases in directions highlighted • Key words and phrases in test highlighted 	<ul style="list-style-type: none"> • Teacher read directions in English • Teacher read directions in native language • Oral script (entire test) • Translated oral script (entire test) • Word-to-word dictionaries • Student is allowed to highlight or underline key words or phrases in <u>directions</u> (Transcription of booklet required, see the <i>Assessment Procedures Manual</i>) • Student is allowed to highlight or underline key words or phrases in <u>assessment</u> (Transcription of booklet required, see the <i>Assessment Procedures Manual</i>)
Indirect Linguistic Support	<ul style="list-style-type: none"> • Extended time • Breaks during classroom assessments • Shorter sessions with breaks in between • Test individually administered • Test administered in small group 	<ul style="list-style-type: none"> • Extended timing used • Breaks during test sessions • Shorter sessions with breaks in between • Test individually administered • Test administered in small groups • Test-taker provided preferential seating

STUDENT CHARACTERISTIC: FULL ENGLISH PROFICIENT (FEP) M1 OR M2)

Intermediate Fluency/Advanced Fluency
CELApro 4.5-5 and body of evidence

Category	Accommodations to consider for instruction	<u>Standard</u> accommodations to consider for CSAP (Refer to Section 6, 7 and 8 for more information on policy and procedures on these accommodations)
Direct Linguistic Support	<ul style="list-style-type: none"> • Native language instruction • Teacher read directions • Oral script on classroom assessments • Translated oral scripts for classroom assessments • Use visual aids, realia, and graphic organizers • Word-to-word dictionaries 	<ul style="list-style-type: none"> • Teacher read directions in English • Teacher read directions in native language • Oral script (entire test) • Translated oral script (entire test) • Word-to-word dictionaries • Student is allowed to highlight or underline key words or phrases in <u>directions</u> (Transcription of booklet required, see the <i>Assessment Procedures Manual</i>) • Student is allowed to highlight or underline key words or phrases in <u>assessment</u> (Transcription of booklet required, see the <i>Assessment Procedures Manual</i>)
Indirect Linguistic Support	<ul style="list-style-type: none"> • Extended time • Breaks during classroom assessments • Shorter sessions with breaks in between 	<ul style="list-style-type: none"> • Extended timing used • Breaks during test sessions • Shorter sessions with breaks in between • Test individually administered • Test administered in small groups • Test-take provided preferential seating

SECTION 5: DO'S AND DON'TS WHEN SELECTING ACCOMMODATIONS



Do...make accommodation decisions based on individualized needs.

Don't...make accommodations decisions based on whatever is easiest to do (e.g., preferential seating).

Do...select accommodations that reduce the effect of the linguistic load to access instruction and demonstrate learning.

Don't...select accommodations unrelated to documented student learning needs or are intended to give students an unfair advantage.

Do...be certain to document instructional and assessment accommodation(s) in a formal way (*section 6 of this manual*).

Don't...use an accommodation that has not been documented as delineated (*Section 6 of this manual*).

Do...be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.

Don't...assume that all instructional accommodations are appropriate for use on CSAP.

Do...be specific about the “Where, When, Who, and How” of providing accommodations.

Don't...simply indicate an accommodation will be provided “as appropriate” or “as necessary.”

Do...refer to state accommodations policies (*section 6, 7 and 8 of this manual*) and understand implications of selections.

Don't...check every accommodation possible on a checklist simply to be “safe.”

Do...evaluate accommodations used by the student.

Don't...assume the same accommodations remain appropriate year after year.

Do...get input about accommodations from teachers, parents, and students, and use it to make decisions (*section 6 of this manual*).

Don't...make decisions about instructional and assessment accommodations alone.

Do...provide accommodations for assessments routinely used for classroom instruction and assessment.

Don't...provide an assessment accommodation for the first time on the day of CSAP.

Do...select accommodations based on specific individual needs in each content area.

Don't...assume certain accommodations, such as extra time, are appropriate for every student in every content area.

SECTION 6: POLICY FOR ELLS REGARDING CSAP ACCOMMODATIONS



ACCOMMODATIONS FOR CSAP ASSESSMENT

(Failure to adhere to these practices may constitute a test irregularity or a breach of test security and must be reported to the School Assessment Coordinator (SAC) and District Assessment Coordinator (DAC) and investigated.

The purpose of the CSAP, as a large-scale standardized assessment, is to describe accurately all students' true levels of achievement on the Colorado Model Content Standards for each content area – reading, writing, mathematics and science. Some students with significant documented cognitive disabilities will take the CSAPA instead of the CSAP.

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.

All public school students enrolled in a Colorado school in grades 3-10 must be accounted for in the Colorado Student Assessment Program (CSAP) or Colorado Student Assessment Program Alternate (CSAPA).

DOCUMENTING ACCOMMODATIONS FOR CSAP

In the state of Colorado, all students who need an approved accommodation are afforded one. The stipulation is that the need for that student must be made on an individual basis and documented in a formal plan or a document kept in the cumulative record. The documentation may not be a teacher's plan book. The decision around accommodations must be transparent and include a team of educators including the parent and student. In addition, accommodations used on CSAP must be used regularly as part of classroom instruction, classroom assessment and district assessments.

- Formal plans might include:
- Advanced learning plan
- Individual Literacy Plan (ILP)
- School or district document kept in the cumulative record; resulting from a formal meeting including educators, parents and teachers
- Response to Intervention (RtI) plan
- English Language Acquisition (ELA) plan
- Individualized Education Plan (IEP) or Section 504-(dually identified students only)

For ELLs, determining appropriate instructional and assessment accommodations should not pose any particular problems for education teams that follow sound ELA practices. 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 the state assessment takes place. Educational teams must plan for the ongoing evaluation and improvement of the student’s use of accommodations.

CSAP ACCOMMODATION SPECIFICATIONS

Accommodations must “level the playing field” for all students by providing access to material without providing an unfair advantage to any student. For ELL’s accommodations should be ELL-responsive, meaning they provide assistance in overcoming the linguistic and social-cultural barriers that prevent them from demonstrating the academic content knowledge they know.

Accommodations used for CSAP must follow these procedures:

- Accommodations must be based upon **individual** student needs. Accommodations may not be based on a category of English Language Learners or a program-wide basis.
- Accommodations must be determined by an educational **team** who monitor the student’s educational plan. The team must include the student and the student’s parents or guardians at all meetings.
- Accommodations used by ELLs on the CSAP must be used regularly and be consistent with those used routinely in classroom instruction and assessment. They must be in place at least three months prior to the state wide assessment. **Accommodations must not be introduced for the first time during a state test administration.**
- Accommodations must be **documented** to meet the student’s regular assessment need. During the administration of accommodations on the CSAP, the student must be familiar with those accommodations since they are also used routinely in classroom instruction and assessment (*Refer to Page 23*).
- Accommodations that do not require documentation on a state assessment must still be documented as a need on the formal learning plan or another school or district document that is the result of a formal meeting and kept in the cumulative record.

Please note:

- A student may be allowed more than one accommodation. For example, a student who is administered the Oral Translation of CSAP may also require extra time.
- If more than one accommodation is used on a state assessment, only the PRIMARY accommodation will be documented on the assessment.
- Accommodations are not exclusive to CSAP. There may be instructional accommodations documented on a student’s formal plan.
- The accommodations presented in “Accommodations permitted for ELLs on CSAP”, (*Refer to Section 7 and 8*) are the only linguistic accommodations that may be offered to ELLs during CSAP administration.

OTHER CSAP ISSUES

Reading and Writing Combined Session

For Session 4 of the CSAP, the combined reading/writing session, accommodations for reading only should be used.

SPECIAL CIRCUMSTANCES

Students New to District

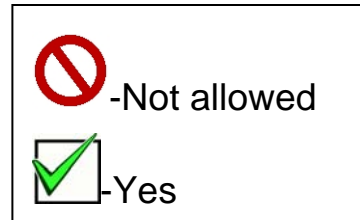
If a student moves into the district just prior to the test and no documentation is available about accommodations that had been used in district, school and classroom assessments, the student's former school should be contacted for documentation. If no documentation can be obtained, the student and his/her parent/guardian should be consulted regarding accommodations the student received during instruction and assessments over the past three months. The student will then be eligible for standard accommodations he/she has received in other assessments on a regular basis prior to the CSAP administration window given they meet the requirements listed in *Sections 6, 7 and 8*.

Students with Short Term Illnesses/Physical Health Issues

At times, students suffer from unforeseeable circumstances less than three months prior to the start of testing, such as a broken arm or a car accident. If, as a result of these unforeseeable circumstances, a student requires a standard accommodation for CSAP (e.g.; a scribe is needed for a student who breaks his or her writing arm), the student may be provided the necessary accommodation or accommodations. **Please note that this exception pertains only to unforeseeable circumstances and not those that could have been reasonably predicted by school or district personnel.** As with all accommodations, the PRIMARY accommodation must be documented on the data grid of the student's test booklet.

SECTION 7: ACCOMMODATIONS PERMITTED FOR ELLS ON CSAP

(SEE GUIDELINES IN SECTIONS 6 AND 8)



DIRECT LINGUISTIC SUPPORT ACCOMMODATIONS ALLOWED ON CSAP

(REFER TO SECTION 8 FOR ADDITIONAL GUIDELINES AND PROCEDURES)

Direct Linguistic Support Accommodations Available for CSAP	Reading	Writing	Math	Science	Documented on student data grid	Grouping Consideration	Separate environment Required
Teacher read directions In English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Yes	N/A	<input checked="" type="checkbox"/>
Teacher read directions in native language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	N/A	<input checked="" type="checkbox"/>
Oral script (entire test)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Yes	Group students by language ability for pacing	<input checked="" type="checkbox"/>
Translated oral script (entire test)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Yes	Group students by language ability for pacing	<input checked="" type="checkbox"/>
Word-to-word dictionaries	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Yes	N/A	N/A
Student is allowed to highlight or underline key words or phrases in <u>directions</u> (Transcription of booklet required)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	N/A	N/A
Student is allowed to highlight or underline key words or phrases in <u>assessment</u> (Transcription of booklet required)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	N/A	N/A

INDIRECT LINGUISTIC SUPPORT ACCOMMODATIONS ALLOWED ON CSAP

(REFER TO SECTION 8 FOR ADDITIONAL GUIDELINES AND PROCEDURES)

In-Direct Linguistic Support Accommodations Available for CSAP	Reading	Writing	Math	Science	Documented on student data grid	Grouping Consideration	Separate environment Required
Extended timing used	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Yes	N/A	<input checked="" type="checkbox"/>
Breaks during test sessions (<i>Within established time limit for CSAP</i>)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	N/A	N/A
Shorter sessions with breaks in between	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	N/A	<input checked="" type="checkbox"/>
Test individually administered	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	N/A	<input checked="" type="checkbox"/>
Test administered in small groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Test-taker provided preferential seating	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	N/A	N/A
Best Practices for Proctoring CSAP	Reading	Writing	Math	Science	Documented on student data grid	Grouping Consideration	Separate environment Required
Teacher faces test-taker	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	N/A	N/A
Test administered with minimal distractions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	N/A	N/A
Person familiar to test-taker or ESL/bilingual teacher administers the test	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	N/A	N/A
Test administered in familiar room or in ESL/Bilingual classroom	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	N/A	N/A

SECTION 8: ADDITIONAL GUIDELINES FOR ADMINISTERING ACCOMMODATIONS ON CSAP



GUIDELINES AND DESCRIPTIONS OF DIRECT LINGUISTIC SUPPORT ACCOMMODATIONS TO CONSIDER FOR CSAP

The procedures described below must be followed when administering the CSAP, the expectation is that the student has had several months accessing assessments in the classroom with accommodations which are then used on CSAP. Accommodations used on CSAP should never be arbitrary or last minute and they should never be applied solely for the state assessments. Accommodations are about meeting the needs of students on a daily basis and must not be relegated only to the day of state testing.

Teacher read directions in English

Teacher read direction scripts are available for the reading, writing, math and science CSAP and they must be followed exactly as written. The script must be read by an educational professional who regularly provides this accommodation to the students on classroom instruction, classroom assessments and district assessments. When reading the oral scripts aloud, proctors must be careful not to inadvertently give clues that indicate the correct answer or help eliminate some answer choices. Proctors should use even inflection so that the student does not receive any cues by the way the information is read. This accommodation must be administered independently or in a small group of no more than fifteen students with fairly equivalent skills and abilities. The *Teacher Read Directions Script* is provided to District Assessment Coordinators for distribution to schools. A statement that is not stated explicitly in the *Teacher Read Directions Script* may not be read to the student. This accommodation must be documented as outlined (*Section 6 of this manual*) and it is bubbled on the student data grid. This accommodation should be administered in a separate environment. Teacher read directions are secure materials and must follow security procedures outlined in the *Assessment Procedures Manual*.

Teacher read directions in native language

The only difference between teacher read directions in English and teacher read directions in the native language is the student's native language. Refer to the **Teacher read directions in English** section above. Teacher read directions in native language may be used for the reading, writing, math and science assessments and they must be followed exactly as written. The *Teacher Read Directions Script* is provided to District Assessment Coordinators for distribution to schools. 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. Teacher read direction scripts are not provided in translated versions by the Colorado Department of Education. This accommodation must be documented as outlined (*Section 6 of this manual*); however it is not bubbled on the student data grid. This accommodation should be administered in a separate environment. Teacher read directions in native language are secure materials and must follow security procedures as outlined in the *Assessment Procedures Manual*.

Note: 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 should still be provided the opportunity to demonstrate what they know and may be administered the CSAP with Teacher read directions in the native language.

Oral presentation (Entire test)/ Oral Scripts

Oral presentation scripts of the entire assessment are available on the writing, math and science CSAP and they must be followed exactly as written. The script must be read by an educational professional who regularly provides this accommodation to students on classroom instruction, classroom assessments and district assessments. When reading the oral scripts aloud, proctors must be careful not to inadvertently give clues that indicate the correct answer or eliminate some answer choices. Proctors should use even inflection so that the student does not receive any cues by the way the information is read. This accommodation must be administered independently or in a small group of no more than fifteen students with fairly equivalent skills and abilities. The *Oral Script* is provided to the District Assessment Coordinators for distribution to schools. A statement that is not explicitly stated in the *Oral Script* may not be read to the student. This accommodation must be documented as outlined (*Section 6 of this manual*) and it is bubbled on the student data grid. This accommodation must be administered in a separate environment. Groups should be determined based on language ability so that pacing does not interfere with student performance. Oral presentation (Entire test)/ Oral Scripts are secure materials and must follow security procedures outlined in the *Assessment Procedures Manual*.

Translated oral script (entire test)

Translated oral scripts of the entire assessment may be used on the writing, math and science CSAP and they must be followed exactly as written. The only difference between a translated oral script and an oral script is the student's native language. Refer to the section titled **Oral presentation (Entire test)/Oral Scripts**. 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 if a translated Oral script in the student's native language is not provided by CDE and for the writing portion of the assessment. 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. This accommodation must be documented as outlined (*Section 6 of this manual*) and it is bubbled on the student data grid. This accommodation must be administered independently or in a small group of no more than fifteen students with fairly equivalent skills and abilities. Groups should be determined based on language ability so that pacing does not interfere with student performance. Translated Oral presentation (Entire test)/ Translated Oral Scripts are secure materials and must follow security procedures outlined in the *Assessment Procedures Manual*.

Note: 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 should still be provided the opportunity to demonstrate what they know and may be administered the CSAP with a Translated Oral Script (entire test).

Word-to-word dictionaries

Word-to-word dictionaries may be used on the writing, math and science CSAP. A word-to-word dictionary does not have definitions of words. The use of word to word dictionaries must 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 District Assessment Coordinator and English Language Acquisition Coordinator to ensure they comply with any approval process or policies within their school district. This accommodation must be documented as outlined (*Section 6 of this manual*) and it is bubbled on the student data grid. This accommodation does not need to be administered in a separate environment.

Student is allowed to highlight or underline key word or phrases in directions or entire assessment

Students may highlight or underline key words or phrases in the directions of CSAP or the entire assessments in the content areas of reading, writing, math and science. The practice of highlighting or underlining key words must be a part of the student's regular classroom assessment processes. The teacher must in no way guide this process or interact with the student.

After testing, the entire student's booklet must be transcribed by an educator. Please refer to the *Assessment Procedures Manual* for details on transcribing.

This accommodation must be documented as outlined (*Section 6 of this manual*) and it is NOT bubbled on the student data grid. This accommodation does not need to be administered in a separate environment.

GUIDELINES AND DESCRIPTION OF INDIRECT LINGUISTIC SUPPORT ACCOMMODATIONS FOR CSAP

Extended timing used

Students with a documented accommodation may have additional time beyond the time limits for any session. Extended time is a significant accommodation for large scale assessment and will require careful logistical planning. Considerations should be given to how much extra time is required for different types of questions including multiple choice, constructed response and extended constructed responses. Extended timing used is available for the reading, writing, math and science CSAP. Extended time may require a student's educational team to determine a specific amount of extra time to complete tests. Decisions should be made on a student by student basis. Usually "unlimited" time is not appropriate or feasible. The amount of extra time a student needs should be documented. Students who have too much time may lose interest and motivation to do their best work. This accommodation must be documented in as outlined (*Section 6 of this manual*) and it is bubbled on the student data grid. Students who are afforded extra time and do not end up using it, **do not** require the data sheet to be coded "extended time used". This accommodation may be administered to a small group with no more than 15 students with fairly equivalent skills and abilities. This accommodation should be administered in a separate environment. Students who have extra time must not be in class with students completing the regular schedule. Extended time may or may not be administered individually based on the student need.

Extended timing used does not mean unlimited time. For purposes of the state assessment extended time usually means time and a half. In other words, Writing Session 1 on CSAP is 60 minutes. The student would get 90 minutes to complete Writing Session 1. If a student requires extra time beyond time and a half, the amount of time required by the student must be formally documented. It is understood that accommodations such as Oral Presentation may require time beyond the time and a half.

Breaks during test sessions

Breaks during test sessions are available for the reading, writing, math and science assessments. Breaks may be given at predetermined intervals during the test; however, it counts toward the 60 minute (reading and writing) or 65 minute (math and science) time limits for CSAP. Breaks may also be given after completion of test sessions. Sometimes a student is allowed to take breaks when individually needed. If the length of a break is predetermined, a timer might be used to signal the end of the break. This accommodation must be documented as outlined (*Section 6 of this manual*) however it is not bubbled on the student data grid. This accommodation does not need to be administered in a separate environment unless it is for only one student in a class or it causes a disruption to students who are taking the CSAP without breaks during test sessions. Breaks during test sessions do not extend the time allowed on the CSAP. Any break that forces the extension of the time limits for a session must be documented as “extended timing used” on the data grid. Please note you must have planned for extended time with breaks during test sessions. When this occurs the proctor must follow the guidelines of “extended timing used” and it must be documented as the primary accommodation on the student data grid.

Shorter sessions with breaks between

Shorter sessions with breaks between are available for the reading, writing, math and science CSAP. If possible, schedule tests and activities that require focused attention at the time of day when a student is most likely to demonstrate peak performance. Sometimes students are allowed to complete activities over multiple days – completing a portion each day. This is usually done to reduce fatigue a session must be completed in a single day. This accommodation must be documented as outlined (*Section 6 of this manual*) however it is not bubbled on the student data grid. However, this accommodation is used with the Extended Time used accommodation and therefore, Extended Time Used will be documented on the student data grid if this accommodation is used. This accommodation should be administered in a separate environment.

If administering shorter sessions (with more breaks) testing time exceeds the established testing time limits (60 or 65 minutes per session) for CSAP *Extended Time Used* must be documented on the student data grid.

Test individually administered

Students may be individually administered the CSAP for the reading, writing, math and science assessments. The practice of individually administering CSAP must be a part of the student’s regular classroom assessment processes.

This accommodation must be documented as outlined (*Section 6 of this manual*) and it is NOT bubbled on the student data grid. This accommodation needs to be administered in a separate environment.

Test administered in small groups

Students may test in small group on the CSAP for the reading, writing, math and science sessions. The practice of administering assessments in small groups must be a part of the student’s regular classroom assessment processes.

This accommodation must be documented as outlined (*Section 6 of this manual*) and it is NOT bubbled on the student data grid. This accommodation needs to be administered in a separate environment.

Test-taker provided preferential seating

Students may be provided preferential seating for the reading, writing, math and science assessments. The practice of providing preferential seating must be a part of the student's regular classroom assessment processes.

This accommodation must be documented as outlined (*Section 6 of this manual*) and it is NOT bubbled on the student data grid. This accommodation is not administered in a separate environment.

BEST PRACTICES FOR PROCTORING CSAP

The following practices are considered best practices in administering CSAP for all students. These practices are an expectation for all of the content areas on CSAP. They should also be part of the student's regular classroom assessment processes. These practices do not need to be documented on the student data grid and they do not need to be documented as outlined (*Section 6 of this manual*). These practices do not need to be administered in a separate environment.

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



TEACHER TOOL 1

ACCESS NEEDS THAT MAY REQUIRE ACCOMMODATIONS

Directions: Use these questions to identify various types of direct linguistic support and indirect linguistic support accommodations for ELLs. The list is not exhaustive—its purpose is to prompt members of educational teams to consider a wide range of accommodation needs. Use the list in planning by indicating Y (YES), N (NO), or DK/NA (Don't Know or Not Applicable).

	Y	N	DK/ NA
DIRECT LINGUISTIC SUPPORT ACCOMMODATIONS			
1. Is the student able to read and understand directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Can the student follow oral directions in English from an adult?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the student need directions repeated frequently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student need directions read in their native language in order to access the content?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the student have low or poor reading skills that may require the reading of tests or sections of tests that do not measure reading comprehension in order to demonstrate knowledge of subject areas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the student have difficulty in code switching with vocabulary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INDIRECT LINGUISTIC SUPPORT ACCOMMODATIONS			
1. Do others easily distract the student or does that student have difficulty remaining on task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Can the student focus on his/her own work in a setting with large groups of other students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do any physical accommodations need to be made for the student in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Can the student work continuously for the length of time allocated for standard test administration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the student get easily frustrated and require frequent breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the student need additional time to process written information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the student's language ability affect the rate at which that student writes responses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the student's attention span or distractibility require shorter working periods and frequent breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



TEACHER TOOL 2

ACCOMMODATIONS FROM THE STUDENT'S PERSPECTIVE

Use this questionnaire to collect information about needed accommodations from the student's perspective. The questions can be completed independently or as part of an interview process. Whatever method is used however, be certain that the student understands the concept of an "accommodation," providing examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the range of accommodations that may be available.

1. Think about all the classes you are taking now. Which class do you do best in?

2. Explain what you do well in this class.

The things you said you can do well above are your strengths. For example, you may have mentioned reading, writing, listening, working in groups, working alone, drawing, or doing your homework as some things you can do well. If you said you really like the subject, have a good memory, and work hard in class, these are also examples of your strengths.

3. Now ask yourself, "What class is hardest?"

4. What's the hardest part of this class for you?

The things you said were hardest are areas you need to work on during the school year. For example, you might have listed paying attention in class, reading the book, taking tests, listening, staying in the seat, remembering new information, doing homework, or doing work in groups. These are all things in which an accommodation may be helpful for you.

5. In the list that follows, write down all of the classes you are taking now. Then look at a list of accommodations. Next to each class, write down what accommodation(s) you think might be helpful for you.

Class List

Classes

Accommodations

This questionnaire was adapted from *A Student's Guide to the IEP* by the National Dissemination Center for Children with Disabilities (<http://nichcy.org/pubs/stuguide/st1book.htm>). Retrieved July 28, 2005.



TEACHER TOOL 3

ASSESSMENT ACCOMMODATIONS PLAN

Student Information

Name: _____

Date of Assessment: _____

Name of Assessment: _____

Information

ELA Teacher: _____

School Year: _____

Building/School: _____

General Education Teacher: _____

Assessment accommodations that the student needs for this assessment and date arranged:

Accommodations:

Date Arranged:

1. _____

2. _____

3. _____

4. _____

Comments: _____

Person responsible for arranging accommodations and due date:

Person Responsible:

Due Date:

1. _____

2. _____

3. _____

4. _____

Comments: _____

Room assignment for assessment: _____

Planners for this process (signatures): _____

Scheiber, B., & Talpers, J. (1985). *Campus Access for Learning Disabled Students: A Comprehensive Guide*. Pittsburgh: Association for Children and Adults with Learning Disabilities.



TEACHER TOOL 4

ASSESSMENT ACCOMMODATIONS AGREEMENT

Here is an example of a form a student could carry on test day. This type of format puts the student in charge (building self-advocacy skills) and sets the expectation that, with these accommodations, he/she can show what they know on the test. A similar form could be carried to class to remind teachers about daily accommodations. Different schools, teachers, and students might format these statements differently. Note that it is the responsibility of the student to list the necessary accommodations and to present this list to the test administrator or teacher.

I, _____,
(Student's name)

need the following accommodations to take part in this assessment:

If I need more information about these accommodations, I can talk to:

(Name of ELA teacher, parent, principal, and/or other teacher)

Thank you for helping me to do my best on this test!

(Student signature)

(Date)



TEACHER TOOL 5

LOGISTICS PLANNING CHECKLIST

Directions: This Logistics Planning Checklist can be used in the planning and implementation of assessment accommodations for an individual student. Use the checklist by indicating Y (Yes), N (No), or NA (Not Applicable).

ACCOMMODATIONS THROUGHOUT THE ACADEMIC YEAR

Y N NA

- 1. Accommodations are documented (*Refer to Section 6*).
- 2. Student uses accommodations regularly and evaluates use.
- 3. A master accommodations plan/database listing assessment accommodation needs for all students tested is updated regularly.

PREPARATION FOR TEST DAY

- 4. Test proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/database).
- 5. Adult supervision is arranged and test administrators receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available).
- 6. Trained readers, scribes, and interpreters are arranged for individual students (with substitutes available).

ACCOMMODATIONS ON THE DAY OF THE TEST

- 7. All eligible students receive accommodations as determined by their educational plan.
- 8. Provision of accommodations are recorded by test administrator.
- 9. Substitute providers of accommodations are available as needed (e.g., interpreters, readers, scribes).

CONSIDERATION AFTER THE DAY OF THE TEST

- 10. Students who take make-up tests receive needed accommodations.
- 11. Effectiveness of accommodations use is evaluated by test administrators and students, and plans are made for improvement.



TEACHER TOOL 6

ACCOMMODATIONS JOURNAL

One way to keep track of what accommodations work for a student is to support the student in keeping an “accommodations journal.” The journal lets the student be “in charge” and could be kept up to date through regular consultation with an ELA teacher or other staff member. Just think how much easier it would be for an education team to decide which accommodations to document (*Refer to Section 6*) if the student came to a meeting with a journal documenting all of these things:

- accommodations used by the student in the classroom and on tests;
- test and assignment results when accommodations are used and not used;
- student’s perception of how well an accommodation “works”;
- effective combinations of accommodations;
- difficulties of accommodations use; and
- Perceptions of teachers and others about how the accommodation appears to be working.

In the spaces provided below, design and organize the use of an accommodations journal for one of your students. Answer these questions:

1. What would you include as headings for the journal?

2. When would the student make entries in the journal, and what types of support would the student need to make these entries?

3. With who would the student share journal entries, and when would it be done?

4. How could the journal be used in the development of a student's educational plan?

UNIVERSAL DESIGN AND PLAIN LANGUAGE

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

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-aid in understanding however
- don't lead or distract from an answer
- Easy-to-Read Design Features-white space and headings are cues to what is important

APPENDIX B: DUALY IDENTIFIED STUDENTS

In the case of students who are dually identified as English Language 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 ELL professionals should work closely together when determining appropriate accommodations for dually identified students.

This population of students may qualify for identified accommodations in the *Colorado Accommodations Manual* and accommodations listed in the Colorado Accommodations Manual for English Language Learners.

For dually identified students with sensory disabilities, it is imperative that a teacher certified in deafness and/or a teacher certified in visual impairment is involved with both the determination of appropriate instructional and assessment accommodations and the actual administration of the assessment. If the student uses sign language, the person administering the assessment must be proficient in sign language. When a student uses Braille, the person administering the assessment must be proficient in reading Braille.

Students who are dually identified and take the CSAPA assessment may have the math, science and writing assessments translated into their native language. However, in order for this accommodation to be used the student must be receiving their instruction in their native language. Please note that the teacher may not translate the CSAPA reading assessment as it would change what is being measured.

For questions regarding:

E-mail

Policy and instruction for English Language Learners

Joanna Bruno, English Language Acquisition Unit
 Email: bruno_j@cde.state.co.us
 Phone: 303-866-6870

CSAP accommodations and CSAPA adaptations for English Language Learners

Marisol Enriquez, Unit of Student Assessment
 Email: enriquez_m@cde.state.co.us
 Phone: 303-866-6634

Policy and instruction for students with disabilities

Sri Srinivasan, Exceptional Student Leadership Unit
 Email: srinivasan_s@cde.state.co.us
 Phone: 303-866-6732

CSAPA, standard and nonstandard accommodations for CSAP

Dena Coggins, Unit of Student Assessment
 Email: coggins_d@cde.state.co.us
 Phone: 303-866-6709



Integration of English Language Development Into Core Curriculum

Tier III:

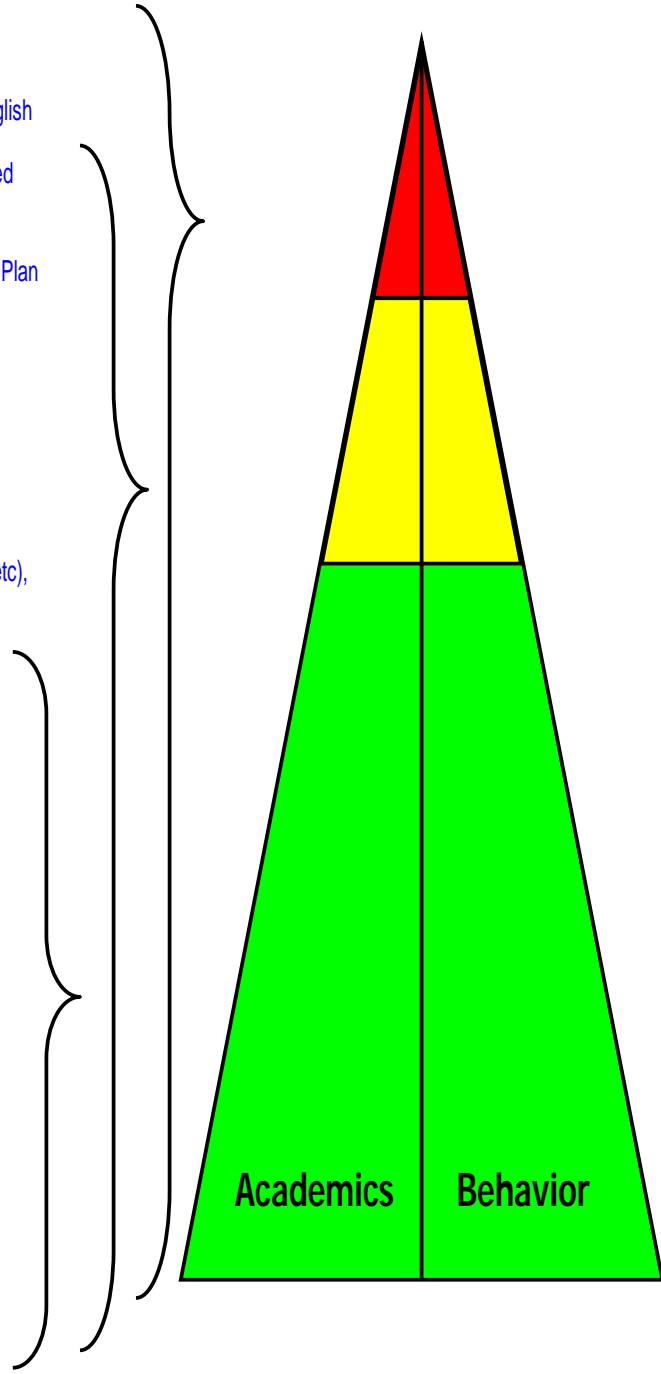
ELLs may receive both ELA and Tier III interventions/special education

Tier II:

- Data collection, data analysis and intervention decisions need to be interpreted to determine whether progress is based on student's English language proficiency level or effective instruction.
- Intervention decisions and interpretation of results need to be differentiated based on student's English language proficiency level.
- Intense small group ELD instruction using supplementary material
- Intervention for English language proficiency: Transition To English Plan
- Intervention for Academic Achievement in literacy: ILP
- Technology assisted curriculums, i.e. Imagine Learning, English in a Flash, Shining Star CD Rom
- One-on-one tutoring
- After school programs provided by Title I vendors i.e. Education Station,??
- Reading Recovery

Tier I:

- Language objectives (ELD standards): vocabulary (cognates, word walls, etc), cooperative learning activities, grammar within context (??), etc.
- Content Objectives (Content standards): sheltering strategies, grouping strategies
- Instruction
 - Differentiation – Consider
 - Language of instruction according to District Language Allocation Guidelines
 - Level of schooling in native country
 - Level of background knowledge
 - English Language proficiency level
- Best Practices for effective sheltered instruction
 - Wait time
 - Key vocabulary
 - Adapted content
 - Clarification in L1
 - Appropriate speech for proficiency level
 - Supplementary materials
 - Student background experiences
 - Modeling
 - Hands-on manipulative
 - Demonstration
 - Realia
 - Visuals/graphic organizers
 - Multi-media



Supporting English Language Learners in the Three Tiered Model



ELA program services are not an intervention.

Tier I

- Appropriate Student Placement
 - CELA data
 - HLQ, PPF
 - Secondary: Shining Star Placement Test
- Meeting the affective needs of ELLs
 - Evidence of culturally proficient instructional strategies and intercultural literature,
 - daily rituals and routines, i.e. warm-up activities to be started immediately after the period begins, visible content and language objectives that they are to write in a planner/calendar,
 - an organized classroom with an area for displaying student work, a work area for students to turn in work, pick up make-up work, etc.
- Meeting the academic needs of ELLs
 - use of a rigorous curriculum that challenges students at his/her zone of proximal development, the area just beyond the student's current level of academic and language proficiency.
- Curriculum
 - Elementary
 - English Language Development is a 45-minute block
 - Avenues end-of-unit assessments as well as benchmark assessments provide a means for meeting the English Language Development (ELD) standards.
 - Secondary
 - English Language Development (ELD) class is a two-period block
 - The Shining Star curriculum offers differentiations according to language level groups in the Teacher's Editions
 - Shining Star benchmark assessments provide a means for meeting the (ELD) standards.
 - ELA-E and ELA-S content classes,
 - the use of sheltering strategies to meet content objectives
 - English Language Development strategies to meet language objectives provide the scaffolding necessary for an ELL's academic content progress.
- Student progress is measured by the ELD standards as well as the grade-level content area standards.

Tier II

- Evaluate English language proficiency progress: administer Avenues or Shining Star Placement Test.
- Examine, analyze and interpret ELL historical placement data
- Intervention for English language proficiency: Transition To English Plan
- Intervention for Academic Achievement in literacy: ILP
- Technology assisted curriculums, i.e. Imagine Learning, English in a Flash, Shining Star CD Rom
- One-on-one tutoring
- After school programs provided by Title I vendors i.e. Education Station?
- Reading Recovery

Tier III

- Evaluate English language proficiency progress: administer Avenues or Shining Star Placement Test.
- Examine, analyze and interpret ELL historical placement data
- ELLs may receive both ELA and Tier III interventions/special education.

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