

Accommodations Manual

How to Select, Administer, and Evaluate
Use of Accommodations
for Instruction and Assessment
of English Language Learners with Disabilities

Jointly produced by:
Assessing Special Education Students
State Collaborative on Assessment and Student Standards (ASES SCASS)
English Language Learners
State Collaborative on Assessment and Student Standards (ELL SCASS)

THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

ACCOMMODATIONS MANUAL HOW TO SELECT, ADMINISTER, AND EVALUATE USE OF ACCOMMODATIONS FOR INSTRUCTION AND ASSESSMENT OF ENGLISH LANGUAGE LEARNERS WITH DISABILITIES

First Edition

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Note to States

The Council of Chief State School Officers' *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners with Disabilities* was developed to establish guidelines for states to use for the selection, administration, and evaluation of accommodations for instruction and assessment of English language learners with disabilities. This manual should be customized by states to reflect current state level policies and practices for English language learners with disabilities.

This manual is intended to be a companion to the Council of Chief State School Officers' *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities* (Christensen, Carver, VanDeZande, & Lazarus, 2011) and *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners* (Christensen, Shyyan, Schuster, Mahaley, & Saez, 2012).

This manual serves states in several ways. For states that are part of a Race to the Top (RTTT) assessment consortium developing a general assessment based on Common Core State Standards, this manual serves as an extension of the accommodations manual developed by the consortium. This manual does not establish specific accommodations policies, but rather provides a decision-making process that can be used for effective accommodations selection. For states that are not in a consortium, this manual may serve as the basis for the states' accommodations policy manual and can be customized as needed.

New policy and implementation issues with regard to accommodations for English language learners with disabilities underscore the need for states to update accommodations policies.



Throughout this edition of the *Accommodations Manual*, attention has been given to addressing issues related to providing accommodations on technology-based platforms. Often, these issues have been marked with the symbol of a computer mouse.

Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners with Disabilities represents the best thinking up to the point of publication. We continue to learn more about the effective education of English language learners with disabilities every day, and we expect these materials to evolve and improve every year.

INTRODUCTION

The *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners with Disabilities* presents a five-step process for general, English as a second language (ESL)/bilingual, and special education teachers, administrators, and assessment staff to use in selecting, administering, and evaluating the effectiveness of the use of content instructional and assessment accommodations by English language learners with disabilities.

The guidance in this manual applies to English language learners with disabilities who participate in large-scale content assessments and the instruction they receive. This document does not address directly English language proficiency accommodation policies and practices. Rather, this manual focuses on accommodations for content instruction and the statewide content assessments. The five steps highlighted in this manual are:

1. Expect English language learners with disabilities to achieve grade-level academic content standards.
2. Learn about accommodations for instruction and assessment.
3. Select accommodations for instruction and assessment of individual students.
4. Administer accommodations during instruction and assessment.
5. Evaluate and improve accommodations use.

For the purposes of this manual, the following definitions were followed:

Students with disabilities are students who are eligible to receive services identified through the Individuals with Disabilities Education Act (IDEA) or Section 504.

English language learners (ELLs), also referred to as Limited English Proficient (LEP) students, are students whose native language is not English and who do not yet possess sufficient English language proficiency to fully access curriculum that is in English.

English language learners with disabilities (ELLs with disabilities) are students whose native language is not English, who do not yet possess sufficient English language proficiency to fully access content that is in English, and who have disabilities as identified through IDEA or Section 504.

STEP 1:

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

Education is a basic right for all children in the United States, including ELLs with disabilities. With the focus of legislation aimed at accountability and the inclusion of all students comes the drive to ensure equal access to grade-level content standards. Academic content standards are educational targets outlining what students are expected 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 some ELLs with disabilities, accommodations are provided during instruction and assessments to help promote equal access to grade-level content.

Instructional and assessment decisions for ELLs with disabilities should be made by a team of individuals who are familiar with all characteristics and needs of these students. The English language learner/individualized education program or English language learner/504 Plan team (ELL/IEP or ELL/504 Plan Team) is responsible for developing, implementing, and improving accommodation practices for ELLs with disabilities. The state decision makers who assembled the ELL/IEP or ELL/504 Plan Team coordinated accommodation practices in instruction and assessment. The following are the types of accommodations specified in their state policies:

- special education teachers or 504 Plan committee representatives
- language educators and facilitators (ESL/bilingual teacher(s), another ESL/bilingual/migrant teacher or ELL administrator, language acquisition specialist, interpreter)
- assessment officials (test administrator(s), guidance counselor, reading specialist)
- general education teachers (classroom/content teacher(s))
- first/native language special education practitioners
- school administrators (principal, school/district official(s))
- parents (parent(s)/guardian(s))
- students

To accomplish the goal of equal access in education,

- every ELL/IEP or ELL/504 Plan Team member must be familiar with content standards and accountability systems at the state and district level;

- every ELL/IEP or ELL/504 Plan Team member must know where to locate standards and updates; and
- all general, special, and language educators, as well as other educational stakeholders must collaborate for successful student access.

All ELLs with disabilities 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 addressed by state standards and who know how to differentiate instruction for diverse learners.
2. Education plans for ELLs with disabilities 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.

Common Core Standards (CCS) and common assessments across states that are based on those standards present an unprecedented opportunity for educators to accomplish the goal of including all ELLs with disabilities in grade-level content.

Federal and State Laws and Legal Cases Requiring Participation by English Language Learners with Disabilities

Several important laws (often based on legal cases) require the participation of ELLs with disabilities in standards-based instruction and assessment initiatives. Some of these laws address solely students with disabilities; others regulate educational policies and practices exclusively for ELLs. Both types of laws, however, should be considered when it comes to instruction and assessment of ELLs with disabilities.

Federal laws that outline provisions for students with disabilities and ELLs include the reauthorization of the Elementary and Secondary Education Act (ESEA), and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). Although these laws do not offer provisions for ELLs with disabilities, they have implications for this group by addressing either students with disabilities or ELLs.

ESEA on Students with Disabilities

Stronger accountability for educational achievement results is one of the four basic education reform principles contained in the current version of ESEA. This law complements the provisions in mandating public accountability at the school, district,

and state levels for all students with disabilities. ESEA explicitly calls for the participation in such assessments of all students [Sec. 1111 (3) (C) (i)]. (The term 'such assessments' refers to a set of high-quality, yearly student academic assessments.) It also requires that these assessments provide for the reasonable adaptations and accommodations for students with disabilities—as defined under Section 602(3) of the Individuals with Disabilities Education Act—necessary to measure the academic achievement of such students relative to State academic content and State student academic achievement standards [Sec. 1111 (3) (C)(ii)].

The April 2007 regulations on alternate assessments based on modified achievement standards included the following statements about accommodations:

“...a State’s, or in the case of district-wide assessments, an LEA’s guidelines must require each child to be validly assessed and must identify, for each assessment, any accommodations that would result in an invalid score. Consistent with Title I...a student taking an assessment with an accommodation that invalidates the score would not be reported as a participant under the IDEA.” (U.S. Department of Education, 2007, p. 17750)

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

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

Several critical elements in ESEA hold schools accountable for educational results:

- Academic content standards (what students should learn) and academic achievement standards (how well students should learn the content) form the basis of state accountability systems.
- State assessments are the mechanism for checking whether schools have been successful in helping students attain the knowledge and skills defined by the content standards.
- States must provide assessments in reading/language arts and mathematics for all students, including students with disabilities, in grades 3-8 and once in high school.
- States must also provide science assessments in at least one grade in each of three grade spans (3-5, 6-9, 10-12) each year.
- School, district, and state accountability is based on measuring success in educating all of its students and determining what needs to be improved for specific groups of students.

- The accountability system is defined in terms of state established accountability goals for ESEA that measure the improvement in achieving standards for all students and designated groups each year.
- Schools, districts, and states are held accountable for improvements on an annual basis by public reporting and ultimately through consequences if goals are not achieved.

ESEA on ELLs

Title III of the ESEA mandates that all ELLs receive quality instruction for learning both English and grade-level academic content (U.S. Department of Education, 2002). According to ESEA, ELLs are required to participate in statewide assessments that measure students' English language and academic progress. States are allowed to choose flexible programs of instruction and assessment tools in order to increase accountability for ELLs' academic achievement.

ESEA requires that states develop standards for English language proficiency in the context of each state's Academic Content Standards. Schools and districts must ensure ELLs' participation in their state's accountability system and provide for:

the inclusion of limited English proficient students, who shall be assessed in a valid and reliable manner and provided reasonable accommodations on assessments administered to such students under this paragraph, including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what such students know and can do in academic content areas, until such students have achieved English language proficiency (U.S. Department of Education, 2002, p. 27).

The following are some other ESEA provisions for ELLs:

- all ELL students' English language proficiency must be tested at least once a year;
- all ELLs have to take state academic achievement tests in language arts and math, except that ELL students who have been in the U.S. for less than one year do not have to take the language arts test for that first year; if available from the state, ELL students can take these language arts and math tests in their native languages;
- ELL students should be assessed in a valid and reliable manner and provided reasonable accommodations; (Title I, 115 STAT. 1451)
- students may be assessed in their native language, if necessary, for three years with or without additional accommodations. After that time, all assessments must be conducted in English unless the school district determines, on a case-by-case

basis, that assessments in the student's language would likely yield more accurate and reliable information for a period not to exceed two additional years; (Title I, 115 STAT. 1451)

- curricula must be demonstrated to be effective; language instruction curricula used to teach ELL children are to be tied to scientifically based research and demonstrated to be effective;
- local entities have the flexibility to choose the method of instruction to teach ELLs;
- states must establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading and writing, and that are aligned with achievement of the challenging State academic content and student academic achievement standards. (Title III, 115 Stat. 1694)

Instructional and assessment accommodations, therefore, are incorporated in the instructional process for ELLs to facilitate their education and measure their performance adequately by leveling the playing field.

State Flexibility Waivers

Currently, states may apply for flexibility waivers for the Title I accountability requirements of ESEA. States must continue, however, to report on the participation and performance of all subgroups, including ELLs. For additional information on flexibility waivers, please visit <http://www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html>.

Individuals with Disabilities Education Improvement Act of 2004

IDEA specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed on the basis of each child's unique needs. IDEA requires the participation of students with disabilities in state and district-wide assessments. Specific IDEA requirements include:

Children with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary [Sec. 612 (a) (16) (A)]. The term 'individualized education program' or 'IEP' means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes...a statement of any individual modifications in the administration of state or district-wide assessments of student achievement that are needed in order for the child to participate in such assessment; and if the IEP Team determines that the

child will not participate in a particular state or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed [Sec. 614 (d) (1) (A) (V) and VI)].

Current efforts are underway to develop alternate assessments of English language proficiency. For the small group of students with significant cognitive disabilities who are also English language learners, these assessments will be an important tool to measure their progress in learning English.

Section 504 of the 1973 Rehabilitation Act

Section 504 provides individuals with disabilities with certain rights and protects individuals with disabilities against discrimination from federally funded programs and activities. Section 504 states that...

No otherwise qualified individual with a disability in the United States, as defined in section 705(20) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance or under any program or activity conducted by any executive agency...

In school settings, 504 legislation guarantees and protects students with disabilities who may not otherwise have an IEP, but are still considered an individual with disabilities. The definition of a student with disabilities is much broader under 504 than it is under IDEA. An important part of the 504 plans developed by schools for students with disabilities are often the lists of accommodations that the student can utilize on assessments.

Rights of ELLs with disabilities for equitable inclusion in instruction and assessment processes are also outlined in a number of ELL-related federal laws and regulations as well as certain legal decisions in conjunction with the Office of Civil Rights. These educational protections and supports for ELLs include the Elementary and Secondary Educational Act (ESEA) as well as the Supreme Court Cases *Lau v. Nichols* (1974) and *Castañeda v. Pickard* (1981).

Lau v. Nichols (1974)

The Office of Civil Rights established a policy for the provision of equal educational opportunities for ELLs. This policy was described in a memorandum in 1970:

Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

This memorandum does not tell districts what steps they must take to ensure the equal opportunities for ELLs. However, it does state that the law is violated if:

- students are excluded from effective participation in school because of their inability to speak and understand the language of instruction;
- national origin minority students are inappropriately assigned to special education classes because of their lack of English skills;
- programs for students whose English is less than proficient are not designed to teach them English as soon as possible, or if these programs operate as a dead end track; or
- parents whose English is limited do not receive school notices or other information in a language they can understand.

This law was tested in the Supreme Court Case, *Lau v. Nichols*. In 1974, the Supreme Court upheld this law, supporting the premise that if students cannot understand the language of instruction, they do not have access to an equal opportunity education. The Supreme Court said the following:

There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

All students in the United States, regardless of native language, have the right to a quality education. An equal education is only possible when students are able to understand the language of instruction.

Castañeda v. Pickard (1981)

On June 23, 1981, the Fifth Circuit Court issued a decision that is the seminal post-Lau decision concerning education of language minority students. The case established a three-part test to evaluate the adequacy of a district's program for ELL students:

1. Is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy?
2. Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?

3. Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

Including All ELLs with Disabilities in State Accountability Assessments

Federal and most state laws require that all ELLs with disabilities be administered assessments intended to hold schools accountable for the academic performance of students. ELL/IEP or ELL/504 Plan 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 the achievement of students with the most significant cognitive disabilities, and
- use of different assessment formats to assess the achievement of beginner ELLs; these assessments are tailored specifically for ELLs at varying developmental, language proficiency, and academic levels and are aligned with content and achievement standards, curriculum, and instruction.

Equal Access to Grade-level Content

Inclusion of ELLs with disabilities in large scale assessments and grade-level content standards is mandated by both federal and state laws. Similar to their general education counterparts, ELLs with disabilities face educational targets outlining what they are expected to learn at each grade level. Educators 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 ELLs with disabilities, accommodations are provided during instruction and assessments to guarantee equal access to grade-level content. To meet this goal of equal access, educators of ELLs with disabilities must be familiar with content standards and accountability systems at the state and district levels as well as locations of these standards and their updates. Additionally, to secure successful student access to grade-level content, ESL/bilingual educators and special educators must collaborate with their general education colleagues.

ELLs with disabilities can work toward grade-level academic content standards while they are improving their English proficiency. They will be able to achieve these standards when instruction is provided by teachers who are qualified to teach in the content areas addressed by state standards and who know how to differentiate instruction for diverse learners. Meaningful access of ELLs with disabilities to grade-level content is also made possible by appropriately selected accommodations.

Current Practice and Beyond

Supported by ongoing educational reform efforts, such as Race to the Top (RTTT) and other initiatives passed by states, the use of assessments for accountability purposes will likely continue in the future, informed by other legislative initiatives passed by states in their efforts to implement educational reform.

Resources

National Clearinghouse on English Language Acquisition (www.ncela.org)
Office of Civil Rights (www.ed.gov/ocr)

Individual with Disabilities Education Improvement Act of 2004, P.L. 108-446. Retrieved November, 2010, from: http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=108_cong_bills&docid=f:h1350enr.txt.pdf

U.S. Department of Education. (2002). Public Law 107-110—Jan. 8, 2002. Retrieved November, 2010, from: <http://www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf>

CURRENT STATE REQUIREMENTS FOR STUDENTS TO MEET GRADE-LEVEL
ACADEMIC CONTENT STANDARDS COULD BE INSERTED HERE.

CURRENT STATE WEBSITE FOR ALL CONTENT STANDARDS COULD BE INSERTED
HERE.

CURRENT STATE-SPECIFIC POLICIES ABOUT THE PARTICIPATION OF ELLS WITH
DISABILITIES IN STATE ASSESSMENT COULD BE INSERTED HERE.

STEP 2:

LEARN ABOUT ACCOMMODATIONS FOR INSTRUCTION AND ASSESSMENT

What Are Accommodations?

Accommodations are procedures and materials that increase equitable access during instruction and assessments for ELLs with disabilities and generate valid assessment results that show what ELLs with disabilities know and can do. Accommodations are designed to support each student's access to instructional or test content, interactions with content, and response to content. Oftentimes, teachers may provide instructional accommodations without necessarily calling them accommodations.



Current technology enables educators to introduce computer-based instruction and assessment accommodations that facilitate individualized educational processes. The purpose of accommodations, including those administered through the use of computers, is to reduce or eliminate the effects of a student's limited knowledge of English language or disability-related barriers. ELLs with disabilities may be provided with instruction and assessment accommodations; the accommodations do not reduce expectations for learning.

Accommodations provided to a student during state assessments must also be provided during classroom instruction, classroom assessments, and district assessments; however, some instructional accommodations may not be appropriate for use on certain statewide assessments. It is critical that educators become familiar with state policies about the appropriate use of accommodations during assessments. **In the age of technology-mediated educational practices, many computer-based accommodations facilitate instruction and assessment of ELLs with disabilities effectively if they are selected and used properly.**

Typically, accommodation use may not begin and end in the school setting, but this may vary depending on the individual. As ELLs with disabilities become more proficient in English, their need for some accommodations may decrease. Accommodations for instruction and assessment are integrally intertwined.

Accommodations for ELLs with disabilities are described in Tool 1.

Who Is Involved in Accommodations Decisions?

ELL/IEP or ELL/504 Plan Teams must make assessment and accommodation decisions for students based on individual needs in accordance with state and federal guidelines. ELLs with IEPs and 504 Plans must be provided accommodations based on individual needs as long as the accommodations meet state accommodation guidelines and regulations and do not invalidate the assessment results. Accommodations should be documented in IEPs and 504 Plans.

CURRENT STATE POLICIES ABOUT WHERE ACCOMMODATIONS FOR ELLS WITH DISABILITIES SHOULD BE DOCUMENTED COULD BE INSERTED HERE.

States should encourage meaningful collaboration among classroom teachers, school administrators, assessment officials, parents, and students to guarantee beneficial instruction and assessment of ELLs with disabilities. In their turn, ELL/IEP or ELL/504 Plan Team members coordinate their accommodation approaches in the classroom through ongoing interaction and collaboration.

Accommodations and Universal Design

Universal design principles address policies and practices that are intended to improve access to learning and assessments for all students. Universal design principles are important to the development and review of assessments because some assessment designs pose barriers that make it difficult for ELLs with disabilities to show what they know. When universal design techniques are employed, educators can gain a more accurate understanding of what students know and can do. Universal design techniques should be applied from the beginning of test development through test administration.

Universally-designed general assessments may reduce the need for accommodations and for alternate assessments; however, universal design cannot completely eliminate the need for accommodations or for alternate assessments. Universal design CAN provide states with more cost-effective assessments, and universal design CAN provide educators with more valid inferences about the achievement levels of ELLs with disabilities as well as the achievement of their general education peers.



Universal design of assessments does not simply mean that tests are administered on computers. As assessments move toward becoming more consistently administered on computers, thinking about accommodations and universal design may change.

Traditionally, we have thought of universal design as coming first, and accommodations being applied during instruction and assessment. With current technology, we can build some accommodations into the design of the test itself. Some of these features are accommodations (available to ELLs with disabilities) and others may be good testing practices (available to all students). Some ELLs with disabilities will have a need for accommodations beyond those that can be built into the testing platform.

Best Practices for Instruction and Assessment: Allowable Resources

For both instruction and assessment, some resources and strategies should be allowable for all students, and therefore not classified as accommodations. These best practices should be used whenever possible for all students. Allowable resources are those strategies and tools that may be used by all students for an instructional task or an assessment. Some of these instructional practices may not be allowed in all states. See Tool 2 for a list of Best Practices and Allowable Resources (e.g., use of sticky notes; access to a clock, watch, or timer; etc.). These practices should be available to all students, for both instruction and assessment (when determined to be appropriate for the assessment). Generally, their use should not be considered as employing an accommodation.

CURRENT STATE POLICY ABOUT ALLOWABLE RESOURCES COULD BE INSERTED HERE.

Accommodations and Modifications

Accommodations do not reduce learning expectations. They meet specific needs of ELLs with disabilities in instruction and assessment and enable educators to know that measures of a student's work produce valid results.

Modifications (non-standard accommodations) refer to practices or materials that change, lower, or reduce learning expectations. Modifications may change the underlying construct of an assessment. 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,
- using an accommodation that invalidates the intended construct,
- 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 students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. Nevertheless, modifications can be used in instruction as long as students do not expect that these modifications will be transferred into assessment. If students have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements. **Providing a student with a modification during a state accountability assessment may constitute a test irregularity and may result in an investigation into the school’s or district’s testing practices.**

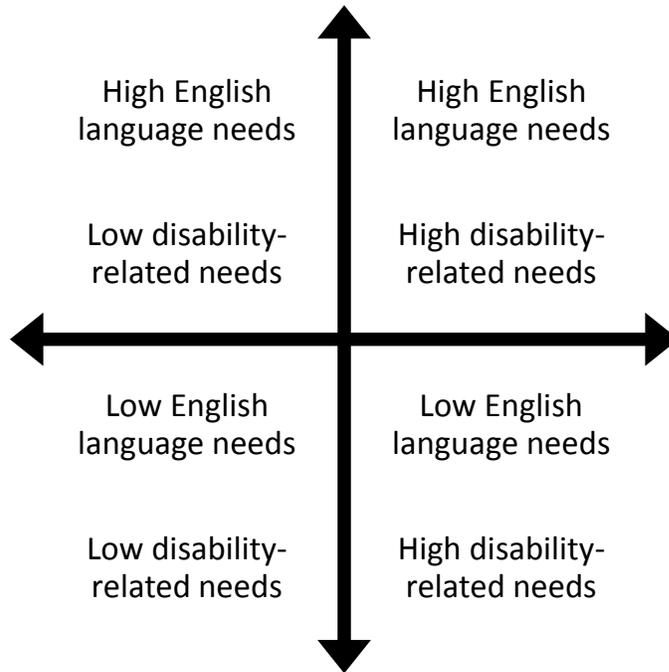
CURRENT STATE POLICY ON MODIFICATIONS AND/OR TEST IRREGULARITIES
COULD BE INSERTED HERE.

ELL/IEP or ELL/504 Plan Team Considerations for Instructional Accommodations

To ensure that ELLs with disabilities are engaged in standards-based instruction, the ELL/IEP or ELL/504 Plan Team members should consider the intensity levels of language- and disability-related needs of each student (Figure 1). Accommodation decisions should be individualized based on the particular language- and disability-related challenges faced by ELLs with disabilities. Students with high English language needs and low disability-related needs will require more language-based accommodations while their counterparts with high disability-related needs and low English language needs will require more accommodations that remove disability-related barriers. At the same time, students with high English language needs and high disability-related needs will benefit from more intensive language- and disability-related accommodations while students with low English language needs and low disability-

related needs will require fewer accommodations that alleviate linguistic and disability-related instructional challenges.

Figure 1. English language- and disability-related needs affecting accommodation decisions



This approach of accounting for varying English language- and disability-related needs for ELLs with disabilities was developed to reinforce the idea that students in each of the four sections will require different instructional support. Moreover, variability within each section should be taken into account, and students' individualized needs should be addressed on an individual basis. This approach also aims to reiterate that educators should fully account for the complexity of both language and disability implications during the instruction and assessment of ELLs with disabilities.

Refer to Tool 3 for sample student profiles and supplemental questions for each quadrant.

CURRENT STATE INFORMATION ON ENGLISH LANGUAGE PROFICIENCY LEVELS AND DISABILITY CLASSIFICATIONS AS WELL AS THEIR IMPLICATIONS FOR THE APPROACH HIGHLIGHTED IN FIGURE 1 COULD BE INSERTED HERE.

To optimize students' educational experiences, all ELL/IEP or ELL/504 Plan Team members should hold regular meetings to coordinate their instructional approaches. Every member of the Team needs to be familiar with state policies. The Team should consider:

- Student characteristics and needs;
- Instructional tasks expected of students to demonstrate proficiency in grade-level content in state standards; and
- Consistency between accommodations documented in the standards-based IEP that is used for classroom instruction and those used on assessments.

ELL/IEP or ELL/504 Plan Team members should ask: What are the student's specific instruction and assessment needs? Does the student really need any accommodations? A student may not be receiving an accommodation he or she really needs or may be receiving too many. Research indicates that more is not necessarily better, and that providing students with accommodations that are not truly needed may have a negative impact on performance. The better approach is to focus on a student's identified needs within the general education curriculum.

Accommodation criteria are highlighted in Tool 4.

STEP 3: SELECT ACCOMMODATIONS FOR INSTRUCTION AND ASSESSMENT FOR INDIVIDUAL STUDENTS

To ensure that ELLs with disabilities are engaged in standards-based instruction and assessments, every ELL/IEP or ELL/504 Plan Team member must be knowledgeable about the state and district academic content standards and assessments. Effective decision making about the provision of appropriate accommodations begins with making good instructional decisions. In turn, appropriate instructional decision making is facilitated by gathering and reviewing good information about the student's disability, English language proficiency, and present level of performance in relation to local and state academic standards.

Decisions should be based on individual characteristics and needs. Making blanket decisions for groups of students at particular language acquisition levels and with particular disabilities is not appropriate. When individualized accommodation decisions are made thoughtfully, they can advance equal opportunities for students to participate in the general education curriculum.

For ELLs, including those with disabilities, served under Title III of ESEA, determining appropriate instructional and assessment accommodations should not pose any particular problems when teachers and teams follow good educational practices. All ELLs should be held to the same expectations as other subgroups regarding participation and performance on state assessments. ELLs with disabilities must also make progress in learning English.

State and consortium policies generally delineate assessment policy criteria that should be used to identify students who may use accommodations. Language proficiency and disability needs are probably the most important criteria that should be considered when making ELL/IEP or ELL/504 Plan-responsive accommodation decisions. However, other academic-related criteria, such as English language proficiency test results, students' oral proficiency in English and other languages, literacy levels in English and native language, implications of special education programs, the kind of education students received before coming to the U.S., (e.g., evidence of limited or interrupted formal education), the time students spent in English speaking schools, the time students spent in your state, students' performance on other assessments, the resources available to students in their native languages, or students' cultural

backgrounds may also help ELL/IEP or ELL/504 Plan Team members to determine which accommodations should be used if any (see Tool 4).

Documenting Accommodations for ELLs with Disabilities Served under IDEA and ESEA

For ELL students with disabilities served under IDEA and Title III of ESEA, determining appropriate instructional and assessment accommodations should not pose any particular problems for ELL/IEP or ELL/504 Plan Teams that follow good educational practices. With information obtained from the required summary of the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP), the process of identifying and documenting accommodations should be a fairly straightforward event. The PLAAFP is a federal requirement in which collaborative team members must state "how the child's disability affects the child's involvement and progress in the general education curriculum—the same curriculum as non-disabled children" [Sec. 614 (d) (1) (A) (i) (I)].

Depending on the design and overall format of a typical IEP, there are potentially three areas in which accommodations can be addressed:

1. "Consideration of Special Factors" [Sec. 614 (d) (3) (B)]. This is where communication and assistive technology supports are considered.
2. "Supplementary Aids and Services" [Sec. 602 (33) and Sec. 614 (d) (1) (A) (i)]. This area of the IEP includes "aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate."
3. "Participation in Assessments" [Sec. 612 (a) (16)]. This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in general state and district-wide assessments.

CURRENT STATE POLICY ON DOCUMENTING ACCOMMODATIONS FOR ELLS WITH DISABILITIES SERVED UNDER IDEA COULD BE INSERTED HERE.

Documenting Accommodations for ELLs with Disabilities on a Student's 504 Plan

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to ELLs with disabilities even if they do not qualify for special education services under IDEA. The definition of a disability under Section 504 is much broader than the definition under IDEA. All IDEA students are also covered by Section 504, but not all Section 504 students are eligible for services under IDEA. Section 504 states:

No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. [29 U.S.C. Sec. 794]

Examples of students who may receive assessment accommodations based on their 504 accommodation plan include students with:

- allergies or asthma;
- attention difficulties;
- communicable diseases (e.g., hepatitis);
- drug or alcoholic addictions, as long as they are not currently using illegal drugs;
- environmental illnesses; or
- temporary disabilities from accidents who may need short term hospitalization or homebound recovery.

CURRENT STATE POLICY ON DOCUMENTING ACCOMMODATIONS FOR ELLS WITH DISABILITIES ON A STUDENT’S 504 PLAN COULD BE INSERTED HERE.

The Decision-making Process

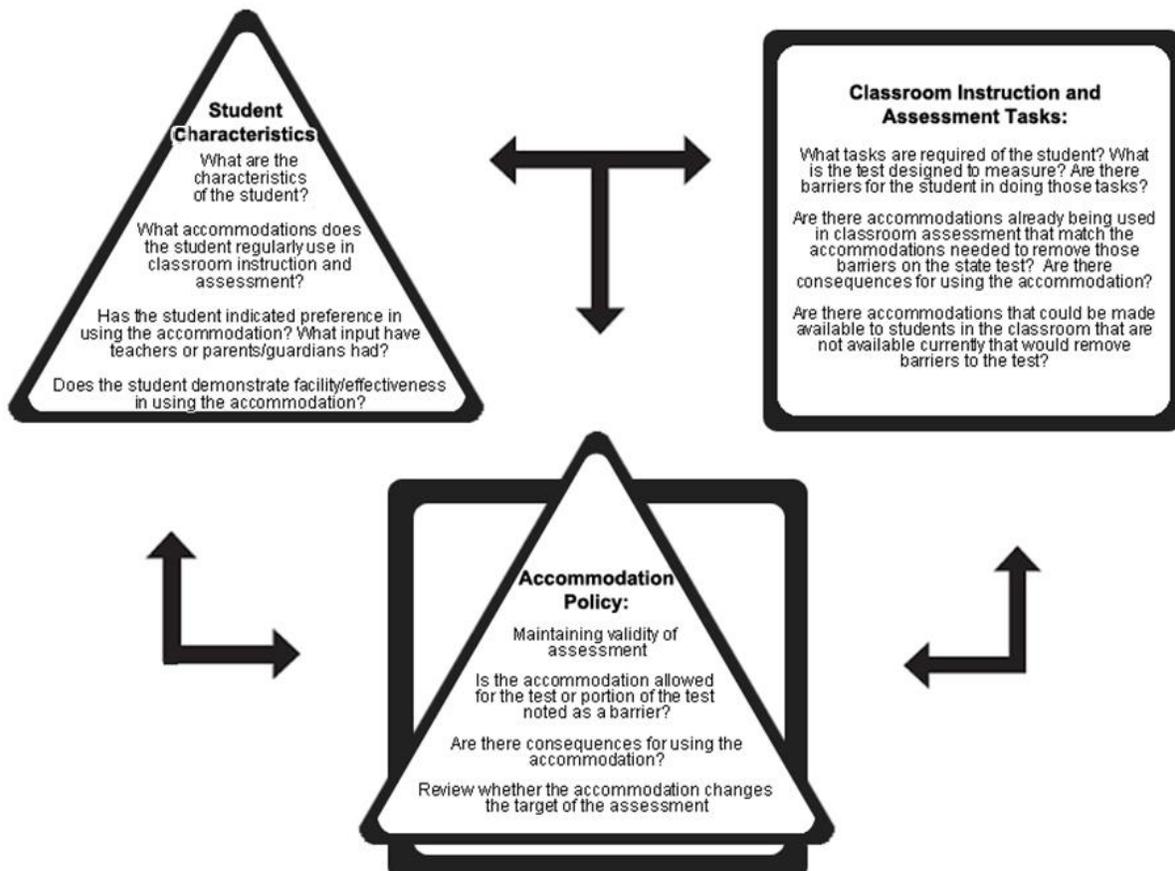
The decision-making process for state assessment accommodations should include consideration of at least these three factors (see Figure 2):

1. Student characteristics (e.g., disabilities, language proficiency, accommodations used in classroom instruction/assessments to access and perform in academic standards and state tests).

2. Classroom instruction and assessment tasks: knowledge about what tasks are required in instruction and on state assessments and ways to remove physical and other barriers to students' ability to perform those tasks.
3. Accommodation policy: accommodation policy for the assessment or for part of an assessment and consequences of decisions.

If several accommodations are employed for one student, ELL/IEP or ELL/504 Plan Team members should also be cognizant of implications that may arise as a result of interactions of these accommodations.

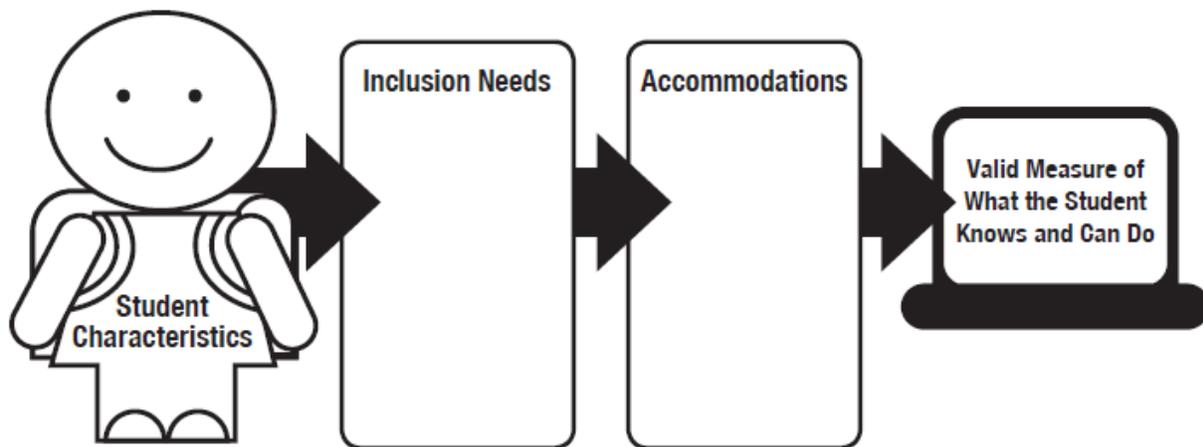
Figure 2. Considerations when making decisions for assessment accommodations



Student Characteristics

Selecting accommodations for instruction and assessment is the role of a student's ELL/IEP or ELL/504 Plan Team. Accommodations should be chosen based on the individual student's characteristics and the student's need for the accommodation (see Figure 3). After considering the student's individual characteristics, the ELL/IEP or ELL/504 Plan Team should identify inclusion needs that require accommodations. When these accommodations are used according to the plan, the student will be able to demonstrate what he or she knows and can do on for both instruction and assessments.

Figure 3. Accommodation selection process



The following questions can be used to guide the selection of appropriate accommodations for ELLs with disabilities receiving assigned accommodations for the first time and for students currently using accommodations:

- What are the student's language learning strengths and areas of further improvement?
- How do the student's learning needs affect the achievement of grade-level content standards?
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?
- What accommodations will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's language barrier? These may be new accommodations or accommodations the student is currently using.
- What accommodations are regularly used by the student during instruction and assessments?

- What are the results for assignments and assessments when accommodations are used and not used?
- What is the student’s perception of how well an accommodation “worked”?
- Are there effective combinations of accommodations?
- What difficulties does the student experience when using accommodations?
- What are the perceptions of parents, teachers, and other specialists about how the accommodation worked?
- Should the student continue to use an accommodation, are changes needed, or should the use of the accommodation be discontinued?

When matching accommodations with students’ needs, ELL/IEP or ELL/504 Plan Team members should consider the following:

- the student’s willingness to learn to use the accommodation,
- opportunities to learn how to use the accommodation in classroom settings, and
- conditions for use on state assessments.

Involving Students in Selecting, Using, and Evaluating Accommodations

It is critical for ELLs with disabilities to understand their disabilities and English language limitations and learn 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 and other ELL/IEP or ELL/504 Plan Team members can play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accommodations, making sure that the right number of accommodations is selected, and avoiding employing too many or too few 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, and then they need to learn how to make certain those accommodations are provided in all of their classes and wherever they need them outside of school.

CURRENT STATE POLICY ON THE PROCESS OF SELECTING ACCOMMODATIONS
COULD BE INSERTED HERE.

Prior Accommodation Use

Students are most successful with testing accommodations when they have used them prior to the test. Educators are encouraged to implement accommodations in instruction to make sure these concerns are addressed before the state assessment is administered. Accommodations should not be used for the first time on a state test. Instead, it is important to make sure to address these concerns ahead of time:

- Plan time for students to learn new accommodations.
-  When students are taking technology-based assessments, be sure that they know how to use the accommodation when it is provided as part of the platform. For online tests, there may be practice or sample items or tutorials for students to experience prior to test administration.
- Plan for evaluation and improvement of accommodation use (see Step 5).

Accommodations for Instruction vs. Assessment

In some cases, the accommodations used in instruction may not be allowed on a test because they would invalidate the results of the test. This means that the performance no longer reflects what the test was designed to measure. In these instances, teachers should be sure to allow students ample opportunities to perform on classroom tasks and assessments without the use of the accommodation.

On some assessments, accommodations may be presented in a way that is different from their variations used during instruction. To facilitate effective assessment processes, teachers should make sure students become informed of these changes and have a chance to practice the different accommodations prior to the test.

If the accommodation is considered a necessary step in scaffolding grade-level content instruction, having some practice without the accommodation during classroom work would be an expected strategy to gauge student progress independent of the accommodation and would also provide students opportunities to practice not using an accommodation before the state assessment. If the instructional accommodation is more permanent in nature and is not permitted on a state assessment, decision makers should consider whether the accommodation alters what the test measures. If after considering these steps the appropriateness of using an accommodation is not clear, contact district or state personnel about its use.

Individual Test Characteristics: Questions to Guide Accommodations Selection

After considering student characteristics, it is important to look at the task students are being asked to do on the state or district assessment. The following questions may guide decision making:

- What are the characteristics of the test my student needs to take? Are the test tasks similar to classroom assessment tasks or does the student need to have the opportunity to practice similar tasks prior to testing?
- Does the student use an accommodation for a classroom task that is allowed for similar tasks on the state or district tests?
- Are there other barriers that could be removed by using an accommodation that is not already offered or used by the student?

State Accommodations Policies: Maintaining Validity of Assessment Results

When selecting accommodations for state assessments, it is important to keep in mind both the accommodation policies set to maintain the validity of the results of an assessment and to know the consequences of the decisions. If the ELL/IEP or ELL/504 Plan Team determines that a student should use a certain accommodation during an assessment but the student refuses to use the accommodation, the validity of the assessment results is compromised.

Consideration for longer term consequences is important for ELL/IEP or ELL/504 Plan Teams as well. For example, as ELLs with disabilities begin to make post-secondary choices, these may factor into the nature of accommodation choices open to them. The ELL/IEP or ELL/504 Plan Team may want to discuss whether or how this affects decisions about accommodations for assessments. Educators should also be aware that validity implications are different for ELP assessments than for content assessments. Accommodations, therefore, should be selected in accordance to whether language proficiency or content area knowledge is being tested.

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, plan for the ongoing evaluation and improvement of the student's use of accommodations.

Refer to Tools 5-10 for additional information in completing this step.

STEP 4: ADMINISTER ACCOMMODATIONS DURING INSTRUCTION AND ASSESSMENT

Accommodations During Instruction

The student must be provided the selected accommodations during instruction that necessitates their use. An accommodation should not be used solely during assessments. Accommodations should always be chosen based on the student's individual characteristics in order to help the student overcome the language barrier due to his/her English language proficiency and meet the student's disability needs.



As states and consortia move to providing assessments on technology-based platforms, ELL/IEP or ELL/504 Plan Teams must make sure that students have opportunities to become familiar with the technological aspects of the assessment process. In addition to taking practice tests using the same testing platform, it is also important for educators to provide opportunities for all students to use technology for learning.

In some cases, teachers may use accommodations without realizing that they do equating these accommodations to instructional strategies. It is important that teachers be aware of the range of accommodations available for their ELLs with disabilities and use these accommodations appropriately and consistently in instruction and assessment.

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 ELL/IEP or ELL/504 Plan Team, most often special education teachers, 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 ELL/IEP or ELL/504 Plan Team members to know and understand the requirements and consequences of district and state assessments, including the use of accommodations. It is important to engage

the appropriate personnel to plan the logistics and provision of assessment accommodations on the test day.



Current designs of technology-based testing platforms may allow for accommodations to be provided on the testing platform itself. Through a process of creating a student profile, the ELL/IEP or ELL/504 Plan Team may be able to “program” the test to provide certain accommodations, such as a pop-up glossary or translated test items. Providing these accommodations through the testing platform can ensure that the provision of accommodations is standardized from student to student and district to district. However, it is important to monitor the provision of accommodations on test day to ensure that accommodations are delivered and the technology is working as it should. The ELL/IEP or ELL/504 Plan Team should be in communication with assessment coordinators in a timely manner to ensure that the assessment is properly programmed and verified with the appropriate accommodations for a student.

Refer to Tools 11, 12, and 13.

Prior to the day of a test, be certain test administrators and proctors know what accommodations each student will be using and how to administer them properly. For example, test administrators and proctors should know whether a student needs to test in a separate location, so that plans can be made accordingly. Staff administering accommodations, such as reading to a student or writing 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 ensure test security and the standardized and ethical administration of assessments. Test administrators, proctors, and all staff members involved in test administration must adhere to these policies. The Code of Professional Responsibilities in Educational Measurement (NCME, 2012) states that test administrators and others involved in assessments must:

- take appropriate security precautions before, during, and after the administration of the assessment;
- understand 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 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.

Failure to adhere to these practices may constitute a test irregularity or a breach of test security and must be reported and investigated according to state and local testing policies.

Ethical Testing Practices

Ethical testing practices must be maintained during the administration of a test. Unethical testing practices include inappropriate interactions between test administrators and students taking the test. They also include, but are not limited to, allowing a student to answer fewer questions, offering additional information, coaching students during testing, editing student responses, or giving clues in any way.

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 about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accommodations is necessary to ensure test results reflect actual student knowledge. State policies identifying steps to be taken when selected accommodations do not work well for a student should also be carefully adhered to.

CURRENT STATE POLICY ON STEPS TO TAKE WHEN SELECTED ACCOMMODATIONS DO NOT WORK COULD BE INSERTED HERE.

Test Security

Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity of a test and validity of test results. In a paper-and-pencil test, assessment security can become an issue when accessible test formats are used (e.g., braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, 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 confidential and refrain from sharing information or revealing test content, and (3) return all materials as instructed.



Some of the same considerations for test security apply when students are taking a technology-based assessment. For example, ensuring that only authorized personnel have access to the test and that test materials are kept confidential is critical in technology-based assessments. In addition, it is important to guarantee that (1) students are seated in such a manner that they cannot see each other's terminals, (2) students are not able to access any unauthorized programs or the Internet while they are taking the assessment, and (3) students are not able to access any saved data or computer shortcuts while taking the test. In most cases, any special required hardware devices and appropriate applications, such as switches, should be compatible with computer delivered assessments. Prior to testing, the ELL/IEP or ELL/504 Plan Team should check on device compatibility and make appropriate adjustments if necessary.

Refer to Tool 7 for additional considerations.

Resources:

National Council on Measurement in Education. (2012). *Testing and data integrity in the administration of statewide student assessment programs.*

CURRENT STATE POLICY ON TEST SECURITY AND TEST IRREGULARITIES COULD BE PROVIDED HERE.

STEP 5: EVALUATE AND IMPROVE ACCOMMODATIONS USE

Accommodations must be selected on the basis of the individual student’s needs and must be used consistently for instruction and assessment. Collecting and analyzing data on the use and effectiveness of accommodations are necessary to ensure the meaningful participation of ELLs with disabilities in state- 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 rethinking of others.

Examination of the data may also indicate areas in which the ELL/IEP or ELL/504 Plan Team and test administrators need additional training and support. In addition to collecting information about the use of accommodations within the classroom, information needs to be gathered on the implementation of accommodations during assessment. Observations conducted during test administration, interviews with test administrators, 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.



Gathering information on accommodations may be easier in a technology-based assessment platform, when the accommodations are “programmed” into the system. However, just because information *can* be collected does not automatically indicate that it is meaningful. ELL/IEP or ELL/504 Plan Teams, schools, and districts should decide in advance what questions should be answered by the collection of accommodation data in order to apply resources efficiently.

Information on the use of accommodations can be feasible to collect when it is coded on the test form with other student information.

Questions to Guide Evaluation of Accommodation Use at the School or District Level

Accommodation information can be analyzed in different ways. Here are some questions to guide data analysis at the school and district level.

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 test administration procedures are not compromised with the provision of accommodations?
3. Are students receiving accommodations as documented in their IEP and 504 plans?
4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?
5. How many ELLs with IEPs or 504 plans 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 student not having had access to the necessary instruction, not receiving the accommodation, or using the accommodations that were not effective?

CURRENT STATE (AND DISTRICT) STATISTICS ON HOW MANY STUDENT CATEGORIES RECEIVE ACCOMMODATION SUPPORT AND WHAT KINDS OF ACCOMMODATIONS THEY RECEIVE COULD BE INSERTED HERE.

Questions to Guide Evaluation at the Student Level

The following questions can be used to formatively evaluate the accommodations used 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?
7. How have the characteristics of the students changed over time to warrant a plan or accommodation change?

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 ELL/IEP or ELL/504 Plan Team. It is critical to stress that formative evaluation is not the responsibility of just one individual. The entire ELL/IEP or ELL/504 Plan Team should contribute to the information gathering and decision-making processes.

Refer to Tools 14-15.

Post-secondary Implications

College and career readiness is an important educational outcome for all students. As ELLs with disabilities plan for their transition to post-secondary settings, it is important for ELL/IEP or ELL/504 Plan Teams to have documented students' use of accommodations so that students can continue to use them as needed in their college and career settings. Colleges and universities may allow fewer accommodations than are available in K-12 settings, so it is important for students to document their need to use accommodations. This may also be true for students who transition into vocational and other workplace settings. ELLs with disabilities should be encouraged to research their accommodation needs within the context of each particular education institution or place of employment.

In some instances, standardized assessments are used in states for accountability purposes. These tests may be viewed differently by higher education institutions for college entrance. The same accommodations may not be available in some cases. Schools and ELL/IEP or ELL/504 Plan Teams should communicate with the test vendors to ensure that appropriate guidelines are followed.

Refer to Tools 9 and 13.

A Note to States about Tool 1 and Tool 2

State policies should establish clear guidelines to distinguish among good practices, resources that may be available to all students, and accommodations. Each state must make its own decision about what adaptations will or will not violate the construct being measured by the assessment.

States should customize Tool 1 and Tool 2 to fit current state guidelines. States may want to add items to the Adaptations Grid in Tool 1. States may also want to add items to the list of Good Practices and Resources included in Tool 2.

States should plan to adjust the column headings in Tool 1 to fit individual state needs in presenting accommodation policies. For example, some states may prefer to list only those allowed accommodations, with a check in the relevant boxes. Other states may, for example, want to describe each item as Allowed or Prohibited, depending on state policies.

States should remove any items from Tool 1 and Tool 2 that are not relevant to that state's policies.

TOOL 1:

ASSESSMENT ADAPTATION GRID

Accommodation	Description	Type	Accommodation	Good Practice	Paper-based Resource
ELL-related Accommodations					
Direct Linguistic Support: English					
Plain English	<p>ELLs may need to be administered a plain version of the test in which the language load has been reduced but the construct being measured remains the same.</p> <p>Standardization: Plain English text is characterized by linguistic structures and vocabulary that avoid ambiguity, colloquialisms, or multiple meanings. Oversimplification of text should be avoided to retain important language cues for ELL students. Plain English is also referred to in state assessment policies as “modified English,” “simplified English,” “simplification,” and “plain language.”</p> <p> A computer-based administration of this accommodation could allow educators to select individualized readability and complexity levels of assignments and tests.</p>	Provide plain English version of test			

English language reference materials	<p>To understand instructional or test content, some students may need to look up words in a dictionary or glossary.</p> <p>Standardization: In a paper-based environment, students are provided with standard English dictionary or glossary. Note: Commercial dictionaries that include explanations, definitions, pictures, or examples of terminology may give students an unfair advantage and interfere with the construct being measured. Always check to make sure commercial dictionaries are allowed.</p>  A computer-based content and delivery system could embed dictionary and glossary terms in the content for students to access as needed.	Provide commercial English dictionary			
		Provide customized English glossary			
		Provide picture dictionary			
Scripted oral in English	<p>ELLs may need assistance accessing instructional or test content by having test items or directions read aloud in English.</p> <p>Standardization: English-speaking readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read text word for word exactly as written. Readers may not clarify, elaborate, or provide assistance to students. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and science. Readers must be provided on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. This cannot occur when a person is reading to an entire group of students.</p>  In a computer-based environment, a content and test delivery system could allow students to have text read aloud while being highlighted. Students should be able to select pieces of text to have it re-read when requested.	Play audio tape/CD of test items			
		Play audio tape/CD of test directions			
		Read aloud test items from plain English script			
		Read items aloud			
		Read directions aloud			
		Repeat items			
		Repeat directions			

	<p>A screen reader may also be utilized to read all information on computer screen. This tool may be very helpful for instruction. Pre-recorded human voice recordings or synthesized voice recordings could be provided to play directions and test items to students. Students benefit by listening to a fully approved, standardized human voice or synthesized voice recordings that have been vetted for correct pronunciation, assuring accurate presentation of words, symbols, and equations. The system should allow students to decide when they want to hear the text read to them, and allow them to play sound clips repeatedly. All components of the delivery interface containing text, such as buttons, menu options, and directions, should have read aloud available for them.</p>				
<p>Clarification</p>	<p>To accurately understand the test item or task, some students need to have words or phrases defined and directions to a task or test clarified or simplified. Students can also be asked to confirm their understanding of directions or restate directions in their own words.</p> <p>Standardization: In a paper-based environment, teachers may clarify directions through restatement or simplification of language or supply additional examples to assist the student.</p> <p> In a computer-based environment, directions can be re-read to students and access to a simplified version of directions can be provided to students. Also, pre-defined examples for instructional content or test items can be programmed and accessed by the student as needed.</p>	<p>Define words or phrase in test items</p>			
		<p>Provide additional examples of items or task</p>			
		<p>Clarify/explain directions in English</p>			
		<p>Simplify directions</p>			
		<p>Allow student to verify understanding of directions</p>			
		<p>Allow student to restate directions in own words</p>			
<p>Oral response in English</p>	<p>For some ELLs, responding to instructional or test content with text interferes with the construct being measured. For example, a student may</p>	<p>Allow student to respond orally in English; scribe response</p>			

	<p>be able to correctly answer a science item, but due to insufficient English proficiency, may not be able to express the correct answer with a text response. In this case, allowing a student to respond orally may yield a more accurate measure of the student’s ability. There are methods for oral response in both paper and computer-based environments.</p> <p>Standardization: In a paper-based environment, a scribe can be used to write student answers that are communicated orally. Student answers can also be audio-recorded.</p> <ul style="list-style-type: none"> • Scribe: A scribe is someone who writes down what a student produces orally. Much skill is involved in being a scribe, skill that requires extensive practice. A scribe may not edit or alter student work in any way and must record word for word exactly what the student has dictated. The student must be able to edit what the scribe has written. Individuals who serve as a scribe need to carefully prepare to make sure they know the vocabulary involved and understand the boundaries of the assistance to be provided. The role of the scribe is to write only what is dictated, no more and no less. • Audio recording: For students who have difficulty generating text in written form, a recording device may also be used to create an audio recording of a student’s narrative response. The oral response can be recorded as an analog or digital file. 	Use recorder to record test responses			
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	 <p>In a computer-based environment, speech-to-text software can be used to record student answers.</p> <ul style="list-style-type: none"> • Speech-to-text software: Speech-to-text conversion or voice recognition allows students to use their voices as input devices. Voice recognition may be used to dictate text into the computer or to give commands to the computer (e.g., opening application programs, pulling down menus, or saving work). Older voice recognition applications require each word to be separated by a distinct space. This allows the machine to determine where one word begins and the next stops. This style of dictation is called discrete speech. Continuous speech voice recognition allows students to dictate text fluently into the computer. These new applications can recognize speech at up to 160 words per minute. • Digital recording: For students who have difficulty generating text in written form, a recording device may also be used to create an audio recording of a student's narrative response. The oral response can be recorded as a digital file by a computer-based content or test delivery system. 				
Direct Linguistic Support: Native Language					
Written translation	Some students may need to access instruction and assessment content	Provide translated test			

	<p>through a translated version in their native language, dual language versions, or partial translations of text.</p> <p>Standardization: In paper-based environment, translation should be carried out so that the integrity of the tested construct is preserved in both languages. Typically, tests are not translated but adapted to preserve the meaning of the original test. Translation and back-translation processes should be performed to ensure accuracy of assignments and test items.</p> <p> In computer-based instruction and assessment, parts of instructional content can be manipulated to meet students' needs for translation. Technology may also allow educators to pre-program translations of tests in multiple languages and select them instantly based on students' individual needs.</p>	<p>Provide side-by-side dual language test</p> <p>Provide written directions in native language</p>			
<p>Dual language reference materials</p>	<p>To understand instructional or test content, some students may need to a dual language dictionary, glossary, or translator.</p> <p>Standardization: In a paper-based environment, students are provided with a standard dual language dictionary or glossary.</p> <p>Note: A bilingual or dual language word-to-word dictionary does not have examples or definitions of words. It should give the student access to the general test content but does not include key words that would compromise the construct being tested.</p> <p> A computer-based content and delivery system could embed dual language dictionary, glossary, and translator terms in the content for students to access as needed.</p>	<p>Provide customized dual language glossary</p> <p>Provide commercial word-to-word dual language dictionary</p> <p>Allow pocket word-to-word dual language translator</p> <p>Provide commercial dual language dictionary that contains explanations, definitions, pictures or examples of terminology</p>			

<p>Written response</p>	<p>Some students may need to respond to test items in writing in their stronger language. Native language responses may either be scored in the native language or translated into English prior to scoring.</p> <p>Standardization: If the test is translated into English before scoring, the translator may not edit the student responses.</p> <p> In a computer-based environment, students may benefit from their proficiency of typing in their native language. However, computer software and keyboard should be calibrated to meet students' linguistic needs.</p>	<p>Allow student to respond in writing in native language</p>			
<p>Scripted oral translation</p>	<p>ELLs may need assistance accessing instructional or test content by having test items or directions read aloud in a native language.</p> <p> In a computer-based environment, a content and test delivery system could allow students to have text read aloud while being highlighted. Students should be able to select pieces of text to have it re-read when requested. A screen reader may also be utilized to read all information on computer screen. This tool may be very helpful for instruction.</p> <p>Standardization: Native language readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read text word for word exactly as written. Readers may not clarify, elaborate, or provide assistance to students. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and science. Readers must be provided on an individual basis – not to a group of students. A student should have the option of asking a reader to</p>	<p>Read aloud oral script of test items in native language</p>			
		<p>Read aloud oral script of directions in native language</p>			
		<p>Read aloud requested test items on translated test</p>			
		<p>Play audio tape/CD of test in native language</p>			
		<p>Play audio tape/CD of directions in native language</p>			

	<p>slow down or repeat text. This cannot occur when a person is reading to an entire group of students.</p>  <p>In a computer-based environment, a content and test delivery system could allow students to have text read aloud while being highlighted. Students should be able to select pieces of text to have it re-read when requested. A screen reader may also be utilized to read all information on computer screen. This tool may be very helpful for instruction. Pre-recorded human voice recordings or synthesized voice recordings could be provided to play directions and test items to students. Students benefit by listening to a fully approved, standardized human voice or synthesized voice recordings that have been vetted for correct pronunciation, assuring accurate presentation of words, symbols, and equations. The system should allow students to decide when they want to hear the text read to them, and allow them to play sound clips repeatedly. All components of the delivery interface containing text, such as buttons, menu options, and directions, should have native language read aloud available for them.</p>				
<p>Sight translation</p>	<p>Sight translation involves oral, on-the-fly rendering of test items, directions into a student’s native language as well as clarifying test items and directions and highlighting words from directions in a native language. This type of accommodation differs from scripted oral translation in that instead of reading from a script, the test administrator orally translates as he or she reads.</p> <p>Standardization: Native language interpreters should use even inflection so that the student does not receive any cues by the way the information is read. Interpreters need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and science.</p>	<p>Translate test items orally into native language</p>			
		<p>Translate directions orally into native language</p>			
		<p>Clarify word or phrase in test item on translated tests</p>			
		<p>Clarify/explain directions in native language</p>			
		<p>Highlight words from directions in native language</p>			

	<p>Readers must be provided on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. This cannot occur when a person is reading to an entire group of students.</p>  <p>In a computer-based environment, students should be able to select pieces of text to have it re-read when requested. A screen reader may also be utilized to read all information on computer screen.</p>				
<p>Oral response in native language</p>	<p>Some ELLs may need to respond to test items orally in their native language. Native language responses may either be scored in the native language or translated into English prior to scoring.</p> <p>Standardization: For validity purposes, oral responses are scribed and/or tape-recorded and entered onto the student’s test form by the test administrator.</p> <ul style="list-style-type: none"> • Scribe: A scribe must be proficient in the student’s native language to fully capture the student’s oral responses. A scribe may not edit or alter student work in any way and must record word for word exactly what the student has dictated. The student must be able to edit what the scribe has written. If the test is translated into English before scoring, the translator may not edit the student responses. • Audio recording: A recording device may also be used to create an audio recording of a student’s narrative response. The oral response can be recorded as an analog or digital file.  <p>In a computer-based environment, speech-to-text</p>	<p>Allow student to respond orally in native language; scribe response in native language</p>			
		<p>Allow student to respond orally in native language; translate response to English</p>			

	<p>software can be used to record student answers.</p> <ul style="list-style-type: none"> • Speech-to-text software: Speech-to-text conversion or voice recognition allows students to use their voices as input devices. If voice recognition is used to dictate text into the computer or to give commands to the computer (e.g., opening application programs, pulling down menus, or saving work), the computer software must be pre-programmed for the student's native language. <p>Digital recording: For students who have difficulty generating text in written form, a recording device may also be used to create an audio recording of a student's narrative response. The oral response can be recorded as a digital file by a computer-based content or test delivery system.</p>				
Indirect Linguistic Support					
Extended time	<p>Some students may need an extra amount of time to complete assignments, projects, and assessments</p> <p>Standardization: Extended time may require a student's ELL team to determine a fairly specific amount of extra time as an instruction or assessment accommodation. For timed tests, a standard extension may be time and one half. This means that a student is allowed 90 minutes to take a test that normally has a 60-minute limit. Double time may also be allowed. Decisions should be made on a case-by-case basis, keeping in mind the type of accommodations being provided, the level of English proficiency, and the type of assignments, assessments, and activities. Usually "unlimited" time is not appropriate or feasible. Sometimes students who request extended time end up not needing it because of the reduction in anxiety of simply knowing</p>	Allow extended time			

	that plenty of time is available. Students who have too much time may lose interest and motivation to do their best work.				
Frequent breaks; flexible testing schedule	Frequent breaks or flexible testing schedule may be beneficial in reducing cognitive fatigue as ELLs experience heavy linguistic demands when they are tested in English.	Schedule breaks between cognitively demanding sections of an assessment			
Add your state accommodation here					
Add your state accommodation here					
Disability-related Accommodations					

<p>Adaptive furniture</p>	<p>Some students benefit from the use of adaptive or special furniture (for example, for sitting upright) during instruction or testing. Other students find it helpful to use a slant board or wedge to minimize eye strain and provide a better work surface.</p>				
<p>Adaptive writing tools</p>	<p>While responding to instructional or test content, some students need assistance constructing narrative text. Many methods are available for assisting students in generating narrative responses. Spelling and grammar devices can be used in both a paper and computer environment.</p> <p>Standardization: Writing tools include larger diameter pencil and pencil grip.</p>  <p>A student may type on a word processor or alternate keyboard. Assistive technology that can be used for typing includes customized keyboards, mouth or head stick or other pointing devices, sticky keys, touch screen, and trackball. Speech-to-text conversion or voice recognition allows students to use their voices as input devices. Voice recognition may be used to dictate text into the computer or to give commands to the computer (e.g., opening application programs, pulling down menus, or saving work).</p>				
<p>Additional examples</p>	<p>To better understand a task or test item, some students need to have additional examples provided.</p> <p>Standardization: In a paper-based instructional or testing environment, teachers may supply additional examples to assist the student.</p>  <p>In a computer-based environment, predefined examples for instructional content or test items can be programmed and accessed by the student as needed.</p>				

<p>Alternate location</p>	<p>In some circumstances, distractions for an individual student or for a group of students can be reduced by altering the location in which an individual student interacts with instructional materials or test content. For students who are easily distracted by the presence of other students, an alternate location accommodation allows the student to work individually or in small groups. Changes may also be made to a student's location within a room, such as away from windows, doors, or pencil sharpeners. Sitting near the teacher's desk or in the front of a classroom may be helpful for some students. Physically enclosed classrooms (classrooms with four walls) may be more appropriate than open classrooms, and study carrels might also be helpful. Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. The use of some accommodations, such as a human reader, sign interpreter or scribe, can distract other students. In addition, some students may perform better when they can read content aloud and think out loud or make noises that may be distracting to other students. To reduce distractions to other students when these strategies and/or accommodations are provided, an alternate location must be employed.</p> <p>Standardization: Provide a different location within the classroom or a different room.</p> <p> When providing a different location within the classroom or a different room, care must be taken to ensure that security of testing materials is maintained.</p>				
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<p>Audio amplification</p>	<p>Some students may require audio amplification devices in addition to hearing aids to increase clarity. A teacher may use an amplification system when working with students in classroom situations that contain a great deal of ambient noise.</p> <p>Standardization: Use headphones or test in a separate room.</p>				
<p>Audio description of content</p>	<p>Students with vision needs may need assistance accessing instructional or test content represented graphically. Access to graphics for students with vision needs is often provided through auditory descriptions of tables, pictures, and graphics</p> <p>Standardization: Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to describe graphics and other symbols exactly as they appear. Readers may not clarify, elaborate, or provide assistance to students. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and science. Graphic materials may be described but should also be made available in print or tactile formats. The state should standardize descriptions of all tables, pictures, and graphics.</p> <p> Provide prerecorded human voice recordings or synthesized voice recordings of descriptions of mathematics and science symbols and nomenclature and other graphics. Students benefit by listening to a fully approved, standardized human voice, assuring correct pronunciation of words, symbols, and equations. Systems should allow students to decide when they want to hear the text read to them and to play sound clips repeatedly.</p>				

<p>Auditory calming</p>	<p>For students who focus better when receiving auditory input, background music or sounds can be provided while they access and interact with content.</p> <p>Standardization: Auditory calming can be provided by CD or mp3 player with headphones.</p>  <p>Background music and sounds can be embedded into the system, so no extra hardware is needed, and there are no concerns about monitoring the content.</p>				
<p>Braille and tactile graphics</p>	<p>Braille is a method of reading a raised-dot code with the fingertips. Not all students who are blind read braille fluently or choose braille as their primary mode of reading. Even if they use it as their primary mode of reading, braille users should also build skills in using audiotape, compact discs, and speech synthesis.</p> <p>When auditory descriptions of graphics either violate the construct being measured or are cumbersome for a student to process, tactile overlays can be used to assist the student in accessing content through touch.</p> <p>Standardization: Decisions also need to be made about whether a student will use contracted or uncontracted braille. Check to see if practice tests are available in braille. If instructional tasks or assessments are timed, a braille user may need additional time to complete the task.</p> <p>Tactile graphic images provide graphic information through fingers instead of eyes. Graphic material (e.g., maps, charts, graphs, diagrams, illustrations) is presented in a raised format (paper or thermoform). Tactile sensitivity (recognizing graphic images through touch) is less discriminating than visual reading, making many diagrams too complicated to understand without</p>				

	<p>significant additional information. Additional information can be created through word descriptions.</p>				
Braille	<p>A braille is a braille keyboard used for typing braille that can then be printed in standard print or braille (embosser). The braille is similar to a typewriter or computer keyboard. Paper is inserted into the braille and multiple keys are pressed at once, creating braille dots with each press.</p>  <p>Through an alternative computer port, newer brailles can simultaneously act as a speech synthesizer that reads the text displayed on the screen when paired with a screen reading program.</p>				
Breaks	<p>Breaks may be given at predetermined intervals or after completion of assignments, tests, or activities. Sometimes a student is allowed to take breaks when individually needed.</p> <p>Standardization: In a paper-based environment, test booklets can be divided into shorter sections so students can take a break between sections of a test (sometimes referred to as “short segment test booklets”).</p>  <p>In a computer-based environment, the number of items per session can be flexibly defined based on the student’s need. If the length of a break is predetermined, a timer might be used to signal the end of the break.</p>				
Calculation assistance	<p>If a student’s disability affects mathematics calculation but not reasoning, a calculator or other assistive device, such as an abacus, arithmetic table, manipulatives, or number chart, may be used.</p> <p>Standardization: It is important to determine whether the use of a</p>				

	<p>calculation device is a matter of convenience or a necessary accommodation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. In some cases, calculators may be adapted with large keys or voice output (talking calculators). In other cases, an abacus may be useful for students when mathematics problems are to be calculated without a calculator. The abacus functions as paper-and-pencil device for students with visual impairments.</p>  <p>In a computer-based environment, calculators can be embedded into the delivery system and can be magnified and use read aloud features.</p>				
<p>Clarify/Repeat directions</p>	<p>To accurately understand the task a student is being asked to engage in, some students need to have directions to a task or test simplified.</p> <p>Standardization: In a paper-based environment, teachers may clarify directions through restatement or simplification of language for the student.</p>  <p>In a computer-based environment, directions can be reread and access to a simplified version of directions can be provided to students.</p>				
<p>Change in the order of activities</p>	<p>Assessments and activities that require focused attention could be scheduled for the time of day when a student is most likely to demonstrate peak performance. To reduce fatigue and increase attention, activities or tests can be administered over multiple days—completing a portion each day.</p>				
<p>Color contrast</p>	<p>Some students with visual needs are better able to view information through color contrast.</p> <p>Standardization: Students can choose from a variety of color transparencies, which are placed over</p>				

	<p>the content. Alternatively, content can be printed using different colors.</p>  <p>A content or test delivery system could allow students to alter the contrast in which content is presented in the following ways:</p> <p>Color overlays: Students can choose from a variety of color tints that are placed over the content, questions, and directions.</p> <p>Reverse contrast: Students reverse the colors for the entire interface.</p> <p>Color chooser: Students change the font and background colors for the content. Students pick the font and background color combinations that help them perceive text-based content. This differs from color overlay in that only the text and background colors change. Lines and graphics are not affected by the color changes.</p> <p>Note that these alterations in contrast may not work well together.</p>				
<p>Dictionary/Glossary</p>	<p>To understand instructional or test content, some students may need to look up words in a dictionary, glossary, or thesaurus.</p> <p>Standardization: In a paper-based environment, students are provided with standard English dictionary, glossary, or thesaurus.</p>  <p>A computer-based content and delivery system could embed dictionary, glossary, and thesaurus terms in the content for students to access as needed.</p>				
<p>Extended time</p>	<p>Extended time may require a student's IEP team to determine a fairly specific amount of extra time to complete assignments, projects, and assessments.</p> <p>Standardization: For timed tests, a standard extension may be time and one-half. This means that a student is</p>				

	<p>allowed 90 minutes to take a test that normally has a 60-minute limit. Double time may also be allowed. Decisions should be made on a case-by-case basis, keeping in mind the type of accommodations being provided, the disability involved, and the type of assignments, assessments, and activities. Usually unlimited time is not appropriate or feasible. Sometimes students who request extended time end up not needing it because of the reduction in anxiety of simply knowing that plenty of time is available. Students who have too much time may lose interest and motivation to do their best work.</p>				
<p>Highlighting/Markers/Visual cues</p>	<p>Highlighting, using markers, and providing visual cues can draw attention to key content.</p> <p>Standardization: Teachers or students may use markers, arrows, stickers, or highlighters to draw attention to key words in directions, content, or test items.</p>  <p>In a computer-based content and delivery system, visual cues such as arrows, markers, and highlighting can be predefined and activated at the teacher or student's request. In computer-based assessments, these accommodations are student selected only.</p>				
<p>Large Print/Magnification</p>	<p>Students with visual impairments or other print disabilities may need assistance viewing content. Access for students with visual needs is typically provided through enlarging or magnifying content.</p> <p>Standardization: Large print: Large-print editions of instructional materials and tests are required for some students with visual impairments or print disabilities. It is recommended that regular print materials be manipulated to reformat test items and enlarge or change the font as</p>				

	<p>needed. All text and graphic materials—including labels and captions on pictures, diagrams, maps, charts, exponential numbers, notes, and footnotes—must be presented in at least 18-point type for students who need large print. Students, working with their teachers, need to find an optimal print size and determine the smallest print that can still be read. (Copyright issues may need to be addressed). It is important for the print to be clear, with high contrast between the color of the print and the color of the background.</p> <p>Magnification: Students may use a magnifying glass or other device that allows them to magnify instructional or test content.</p>  <p>A content or test delivery system could allow students to manipulate the size in which text and graphics are presented on the screen. It is important that the system is able to clearly enlarge all material, including narrative text, formulas and equations, information presented in scientific and mathematical nomenclature, tables, graphs, charts, figures, and diagrams. The system should also provide tools that allow students to either view material in magnified form on an occasional/as-needed basis or on a more permanent basis. Students should be provided the option of enlarging content at least eightfold. The system should allow students to easily move content that is forced off the screen into viewing mode. The system should also allow magnifying tools to work in conjunction with other accessibility tools and/or accommodations provided. Finally, students should have the option of enlarging the entire test interface, including navigation buttons, menu options, and directions, or only instructional or test content.</p>				
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<p>Masking/Templates</p>	<p>A common technique for focusing a student's attention on a specific part of a test item is provided by masking. Masking involves blocking off content that is not of immediate interest to the student.</p> <p>Standardization: Students may use a variety of methods to mask content, including masking templates, sticky notes, rulers or straightedges, or blank sheets of paper.</p> <p> A digital content delivery system may include tools that allow students to mask or hide portions of instructional or test content, as well as the interface, so that the student can focus on content that is of immediate interest. For a test, masking tools should allow students to cover and reveal individual answer options and all navigational buttons and menus. Tools should also be available that allow students to create custom masks that simulate the placement of sticky notes over any sized area of the screen (e.g., a graphic, chart, table, or narrative block of text). Students should be able to move, hide, and reposition any masking element placed on the screen.</p>				
<p>Minimize distractions</p>	<p>While students are accessing and interacting with information presented in instructional or test content, some students need help reducing distractions and/or maintaining focus.</p> <p>Standardization: A teacher or proctor can highlight information, employ visual cues and organizers, monitor placement of responses, and prompt students. Altering the environment in which a student works on instructional or test content can reduce distractions to the student or to classmates.</p> <p> A content and test delivery system could have predefined highlighting, cues, and organizers that</p>				

	<p>can be revealed when a student requests them. The system could be programmed to prompt students after a predefined number of minutes have elapsed since a student interacted with the item.</p> <p>Computer application of these methods to maintain focus standardizes delivery, decreases the burden on teachers and proctors, and empowers the student to access the tools when needed.</p> <p>Multiple breaks, extended time, and changing the order of activities are also tools to help students maintain focus and can be managed manually on paper or programmed into a computer-based environment. In addition, a student may wear buffers, such as earphones, earplugs, or headphones, to reduce distractions and improve concentration.</p>				
<p>Multiple or frequent breaks</p>	<p>Breaks may be given at predetermined intervals or after completion of assignments, tests, or activities. Sometimes a student is allowed to take breaks when individually needed.</p> <p>Standardization: Test booklets can be divided into shorter sections so students can take a break between sections of a test (sometimes referred to as “short segment test booklets”).</p> <p> The number of items per session can be flexibly defined based on the student’s need. If the length of a break is predetermined, a timer might be used to signal the end of the break.</p>				
<p>Read aloud of text</p>	<p>Students with reading-related disabilities may need assistance accessing instructional or test content by having all or portions of the content read aloud.</p> <p> In a computer-based environment, a content and test delivery system could allow students to have text read aloud while being highlighted.</p> <p>Students should be able to select pieces</p>				

	<p>of text to have it reread when requested. A screen reader may also be utilized to read all information on the computer screen. This tool may be very helpful for instruction.</p> <p>Standardization: A qualified person may be provided to read orally to students who are unable to decode text visually. Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read text word for word exactly as written. Readers may not clarify, elaborate, or provide assistance to students. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and science. Readers must be provided to students on an individual basis—not to a group of students. A student should have the option of asking a reader to slow down or repeat text. This cannot occur when a person is reading to an entire group of students.</p> <p> Provide prerecorded human voice recordings or synthesized voice recordings for directions and test items to students. Students benefit by listening to a fully approved, standardized human voice or synthesized voice recordings that have been vetted for correct pronunciation, assuring accurate presentation of words, symbols, and equations. The system should allow students to decide when they want to hear the text read to them and allow them to play sound clips repeatedly. All components of the delivery interface containing text, such as buttons, menu options, and directions, should have read-aloud available for them.</p>				
<p>Response assistance</p>	<p>For some students, responding to instructional or test content with text interferes with the construct being measured.</p>				

	<p>Standardization:</p> <p>Audio recording: For students who have difficulty generating text in written form, a recording device may also be used to create an audio recording of a student’s narrative response. The oral response can be recorded as an analog or digital file.</p> <p>Monitor responses: Students who are able to use bubbled answer sheets may benefit from having an adult simply monitor the placement of their responses to ensure they are actually responding to the intended question.</p> <p>Page turner: The student receives assistance turning the pages of the test booklet.</p> <p>Responding in test booklet: This accommodation allows a student to write directly in a test booklet rather than on an answer sheet (e.g., scannable bubble sheet).</p> <p>Pointing: Students who are not able to respond to items in an answer sheet or test booklet can point to responses and have a proctor transcribe the response onto an answer sheet.</p> <p>Scribe: A scribe is a skilled person who has been trained to write down what a student dictates by an assistive communication device, pointing, sign language, or speech. A scribe may not edit or alter student work in any way and must record word for word exactly what the student has dictated. The student must be able to edit what the scribe has written. Individuals who serve as a scribe need to carefully prepare to assure they know the vocabulary involved and understand the boundaries of the assistance to be provided. The role of the scribe is to write only what is dictated, no more and no less.</p>				
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	 <p>Assistive communication devices: For students who have difficulty manipulating a mouse or standard keyboard, there are a variety of assistive communication devices that allow them to control a computer program and record responses. These assistive communication devices include Intellikeys, sip-and-puff devices, single switch devices, eye tracking devices, and touch screens. A computer-based content and test delivery system could be programmed to function accurately with any and all assistive communication devices.</p> <p>Speech-to-Text software: Speech-to-text conversion or voice recognition allows students to use their voices as input devices. Voice recognition may be used to dictate text into the computer or to give commands to the computer (e.g., opening application programs, pulling down menus, or saving work). Older voice recognition applications require each word to be separated by a distinct space. This allows the machine to determine where one word begins and the next stops. This style of dictation is called discrete speech. Continuous speech voice recognition allows students to dictate text fluently into the computer. These new applications can recognize speech at up to 160 words per minute.</p> <p>Digital recording: For students who have difficulty generating text in written form, a recording device may also be used to create an audio recording of a student’s narrative response. The oral response can be recorded as a digital file by a computer-based content or test delivery system.</p>				
<p>Sign interpretation</p>	<p>Some students who are deaf or hard of hearing may need assistance accessing text-based instructional or test content. Access for these students is typically provided through sign language.</p>				

	<p>Standardization: In a paper-based environment, access to content is provided by having a teacher sign content to an individual student or to a group of students in either ASL or Signed English. Sometimes an interpreter is only needed or allowed to sign instructions and to assist in communication. Some students may need all print materials interpreted while learning to read print. Interpreters need to be able to translate in the same method of sign language typically used by the student (e.g., American Sign Language, Cued Speech). Interpreters must not paraphrase, clarify, elaborate, or provide assistance with the meaning of words, intent of test questions, or responses to test items. Graphic materials may be described but should also be available in print or tactile formats. A standard video presentation of a test in sign language may be used to increase quality, consistency, pacing, and accuracy.</p> <p> In a computer-based environment, a content and test delivery system could allow students to have text signed by an avatar or video of human signing. The video and the test content can be viewed in close proximity to each other and to the student. Students can also be provided with individualized control over the size of the video displayed on their computer screen. Segments of video can also be linked to blocks of text or portions of an item (e.g., each answer option) such that a student can click on the text and the associated video is played automatically. Students may view portions of a video as many times as needed.</p>				
<p>Special paper</p>	<p>Some students may benefit from having additional paper available to use during instruction or an assessment. This paper may be blank (scratch), lined, graph, or other paper as needed.</p> <p>Standardization: If paper is provided during an assessment, care</p>				

	<p>must be taken not to violate the security of the test. All paper should be collected at the end of the assessment.</p> <p> In a computer-based environment, a content and delivery test system could allow for electronic special paper to be accessed as part of the online platform. In some cases, however, students may require access to paper outside of the testing platform. In these cases, paper must be collected at the end of the assessment.</p>				
<p>Spelling/Grammar device/Word prediction software</p>	<p>While responding to instructional or test content, some students need assistance constructing narrative text.</p> <p>Standardization: Spelling and grammar can be checked with pocket spell checkers. Students enter an approximate spelling and then see or hear the correct spelling or correct use of a word.</p> <p> Students who use a word processor may be allowed to use a spell-check or other electronic spelling device. Spell-checking and grammar-checking devices may need to be turned off for writing tests. Students who have difficulty producing text due either to the speed with which they are able to enter keystrokes or who have difficulty with language recall may benefit from word prediction software. Word prediction software presents students with word options based on the partial input of characters and/or context and can be built into a computer-based content delivery system.</p>				
<p>Add your state accommodation here</p>					
<p>Add your state accommodation here</p>					

TOOL 2:

Best Practices and Allowable Resources for All Students

In instruction, some practices of differentiating instruction or providing resources based on student needs should not be considered accommodations, but rather good instructional practices. Some of these tools and strategies apply to assessment as well.



In addition, some features of computer-based testing may be resources to be used by all students who want to use them, as long as their use does not violate the construct being measured.

Some examples of good practices might include:

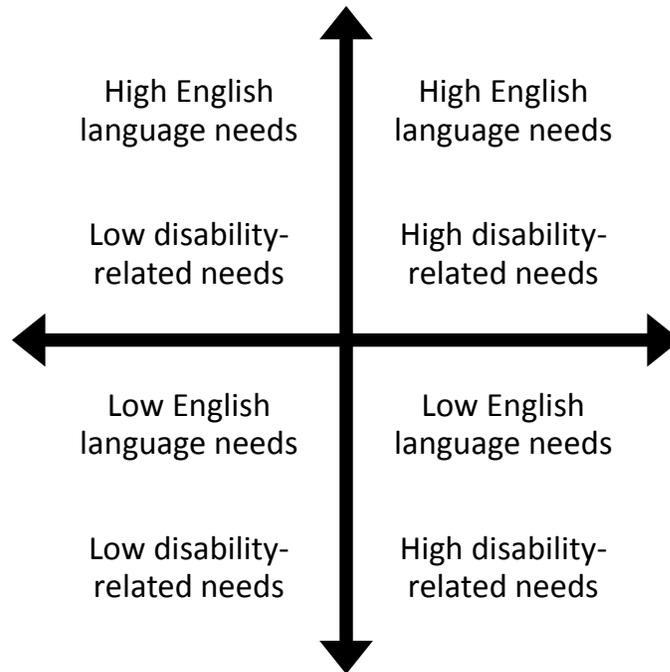
- ✓ Access to a clock, watch, or timer
- ✓ Allowing the student to sit where he or she is most comfortable
- ✓ Having directions read aloud prior to starting a task or test
- ✓ Increased white space
- ✓ Minimize distractions
- ✓ Use of scrap or scratch paper
- ✓ Directions are simplified or clarified _____
- ✓ _____
- ✓ _____

Examples of resources for all students may include:

- ✓ Highlighter
- ✓ Large diameter pencil
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____

TOOL 3: Sample Student Profiles

English language- and disability-related needs affecting accommodation decisions



This approach of accounting for varying English language- and disability-related needs for ELLs with disabilities was developed to reinforce the idea that students in each of the four sections will require different instructional support. It also aims to reiterate that educators should fully account for the complexity of both language and disability implications during the instruction and assessment of ELLs with disabilities.

Student Profiles

The following four profiles provide examples of students who might match each quadrant in the figure above. These profiles were drawn from actual student profiles, and identifying information has been removed or changed. These profiles are not meant to be representative, but rather, to highlight the importance of addressing the individual needs of each ELL with a disability.

Student 1: High English Language Needs, Low Disability-related Needs

Ricardo is a fourteen-year-old boy. He is in the seventh grade now and has been in the school district since kindergarten. However, he left for extended periods of time to return to his home country of Peru. Spanish is his first language and the primary language spoken at home.

Ricardo struggled in school academically and socially. Because of his ELL status, it was difficult to determine if his struggle was due to limited English proficiency. Finally in Grade 5, Ricardo's assessments were ordered in Spanish, and someone was brought in, so the student could be tested in his first language.

Those test results showed that he had a learning disability and, with special education support, he improved both socially and academically. He still struggled with having confidence in his abilities and he read well below his grade level.

The assessment coordinator, John, administered the general assessment with Ricardo. John wanted Ricardo to be able to have individual testing so that he could have all the time he needed. John read the math portion of the test to Ricardo, but he was on his own for the reading section. It was a horrible experience for Ricardo.

The reading section was completed over a week. John gave him multiple breaks, but he could not give Ricardo what he really needed. Ricardo wanted to do well so badly that he spent almost an hour on just one question. He kept trying to reread the passage but could not get through it. There were too many words that he could not read. He was so frustrated. He was in tears, but he refused to just leave it. He said, "I am going to do terrible. I just want to do better."

This year he was able to complete a partial alternate assessment instead of having to complete the reading portion of the test. He was thrilled when the scores came back, and he had exceeded proficiency. He wouldn't be able to take the alternate assessment next year, but at least he was successful this year. He was proficient in math and exceeding proficient in reading.

His English test scores were – Speaking: Intermediate; Listening: Basic; Reading: Emergent; and Writing: Emergent. He has made huge gains over the last year, both in his abilities and self-confidence. Ricardo's teacher is looking forward to the reading and writing portions of the general assessment next year. Hopefully, with another year under his belt and all the accommodations the teacher can offer, the student will feel successful again.

John did not know what could be done so that the test would better reflect the student's true abilities. He thought that the state tests were not made to accurately assess ELLs or students with disabilities. ELLs also take the English proficiency test every year. He thought that it would be nice if those scores could be used to measure annual progress of ELLs with disabilities instead of the general assessment. John

thought that with all of the state assessments, it did not seem like there were real options as far as participation. But he had to administer the assessments.

Questions for Ricardo’s Case:

1. Do you agree with Ricardo’s placement on the language and disability grid?
2. What disability-related challenges are apparent for this student?
3. What language- and culture-related challenges is this student facing?
4. What instruction and assessment accommodations would be beneficial for this student?

Student 2: High English Language Needs, High Disability-related Needs

Fatima came to the United States with her family as a refugee. She lives in a “complex” with an extended family. Her mother has a mild intellectual disability. Educators have been unable to communicate with her parents due to their limited knowledge of English. Some intercultural misunderstandings may have occurred. Fatima has been a student in her current district since kindergarten. Throughout her schooling, she has had some challenging behaviors in the classroom. Most notable has been taking things from the teacher and other students (food, pencils, etc.), which has created issues and concerns in her education.

Fatima has attained a reasonable amount of spoken English since she began school in kindergarten, but has very delayed skills in all areas according to grade-level standards. Fatima has a hearing impairment and severe vision impairment, for which she qualifies for special education.

Fatima’s school psychologist is concerned about the validity of Fatima’s assessment results because of the unresolved interaction between her disability and score results. Prior to enrolling in the district, Fatima’s family had not provided any medical interventions. The school obtained permission to take Fatima to an eye doctor. Glasses and vision exercises were prescribed. However, in her native culture it is not permitted to wear glasses. She reported that the first pair of glasses paid for by Health Care system had been lost at home. Fatima then reported that the second pair of glasses, which was paid for by the school, had been broken. The third pair that the teacher paid for personally, had to stay at school, but was thrown away at lunch. Currently, Fatima is not wearing glasses which are an educational need for her. The school plans on getting her another pair when she returns from spring break. Their main focus is on creating a plan so that she will wear them. Fatima is also doing the vision exercises that need to be done daily, four times a day. She mainly does these exercises at school since she rarely remembers to do them at home.

Fatima also has a significant hearing loss. Most of the Assistive Technology suggested to help with this impairment is placed in the ears. The school got a hearing

aid for Fatima that can be worn under her headscarf. Her family would prefer that Fatima does not put her headscarf behind her ears. The quality of the sound, however, is not always optimal for the student. The aid provides a more muffled sound than it would if her ears could be out from under the headscarf. Because of these unresolved vision and hearing impairments, the psychologist does not want to conduct assessments with questionable validity.

The school hired interpreters and did home visits to figure out the best way to help Fatima. Every teacher on staff is working to help her. She is still classified as ELL according to her most recent English proficiency test.

Questions for Fatima’s Case:

1. Do you agree with Fatima’s placement on the language and disability grid?
2. What disability-related challenges are apparent for this student?
3. What language- and culture-related challenges is this student facing?
4. What instruction and assessment accommodations would be beneficial for this student?

Student 3: Low English Language Needs, High Disability-related Needs

Ben is 14 according to his birth certificate. He is in 7th grade. He was adopted from Haiti into a loving family when they think he was 5. He had lived in an orphanage and was malnourished when he came to the United States. He had limited language in his native Haitian Creole and had Peters Anomaly, with only one functioning eye. When he began kindergarten, he did not have any fine motor skills due to low muscle tone and did not appear to have any pre-literacy skills. He was quite passive and loved listening to stories, showing evidence that he came from a language with an oral tradition and had been told some stories in the past. He began to develop a charming personality and seemed to be adapting to his new language, culture, family, school, and environment.

He worked hard at school, had a lot of support as an English language learner, and was assessed for support in Physical and Occupational Therapy. His oral language continued to grow, as evidenced by his English assessment scores; however he was not learning to read and write and began to struggle academically. He received specialized reading and math through Special Education in grades two and three, while remaining in the classroom for the rest of the time. He continued with ESL pull-out and he participated in an after-school reading and writing club. He became a part of the school and community, loved to have people read non-fiction to him, and he was able to discuss what was read when given the opportunity.

The loss of his first language over time seemed to have quite an impact, as he had nothing linguistically to relate to. Most language he used was very concrete, he clung to factual information, and he did not understand inferences or metaphors. He began to lose confidence and became very self-conscious in academic settings. After much testing, he was diagnosed with Intellectual Disability, Attention Deficit Hyperactivity Disorder, and Post Traumatic Stress Disorder. In grades four and five, he was in an intensive self-contained special education program to focus on reading, writing, and math. It was during these years that he began to strengthen his reading and writing skills, but his math skills were far below proficient. Due to a change in location of the program and his schedule, he did not receive ESL programming at this time other than the after-school program and Rosetta Stone. The question of shared support through ESL services and Special Education services resurfaced.

Ben's mother was frustrated with all the assessments that her son and other ELL students with disabilities had to go through each year. She understood the need to assess, but she felt that there was too much time spent on "teaching to the test," as well as the days of the actual testing. She wondered about the purpose of the English language test for her son and she is not sure that accommodations are really that helpful. She would rather see educators using that time on appropriate instruction at her son's developmental level with less formal assessments along the way to show what he was learning, NOT what he couldn't possibly comprehend on the state-mandated tests. She does feel that the English test is a valid assessment of his language development. She felt that the accommodations that her son had were just something to put on paper, and that it would be more appropriate to use his oral strength and assess him on what he was presently learning. She was worried about Ben's future and saw that he had a potential six more years before graduating from high school with all of the required assessing. She believed in public education and hoped and expected that he would stay in school. She felt that due to his intellectual challenges, Ben needed to become functional. She was concerned that his self-esteem was affected every time he was put in front of a required test. Ben was receiving community support for his disability. However, the support that Ben needed might be not available if the school didn't have the data from the assessments.

Questions for Ben's Case:

1. Do you agree with Ben's placement on the language and disability grid?
2. What disability-related challenges are apparent for this student?
3. What language- and culture-related challenges is this student facing?
4. What instruction and assessment accommodations would be beneficial for this student?

Student 4: Low English Language Needs, Low Disability-related Needs

Anna is a Spanish-speaking girl who was administered both the English proficiency assessment test and the general assessment this year. She was very outgoing, thus giving the impression to others that she was performing at a higher level than she actually was. Anna was also very conscientious about making mistakes (or in her case not making them). She came late in the year when testing was already underway. Since Anna entered during the testing window, the school was expected to test her. On the general assessment, it was slightly easier for Anna because the school testing coordinator, Lesley, gave the test, and she was familiar with Lesley. Lesley also let her know that it was okay to be “wrong” or to say she did not know. After half an hour of testing, it became obvious that Anna was just randomly answering questions and did not appear to understand them. Lesley immediately contacted the testing coordinator for the district to inform her that the school had the wrong level of test for Anna. The district testing coordinator assessed the situation, and the teachers were informed that they had to administer the previously selected test for Anna. So, while Anna appeared “okay” taking the test, she often ended up in tears because she knew she did not know the answers. Anna’s parents were from Central America, and they did not speak English at home. It quickly became clear that there were some intercultural misunderstandings. Anna’s parents were quite happy to have their child in a U.S. American school, but did not understand the special education aspect of things (a service not offered where they had lived). So when Anna started having problems in school, her parents did not know what to do and pressured Anna to pass the test. Her parents did not understand the purpose of the test and they were concerned that she had missed several questions. They also became very concerned when she missed several questions. Lesley managed to calm both Anna and her parents, explaining to them that the school would do whatever it could to help Anna learn the material that was difficult for her.

Questions for Anna’s Case:

1. Do you agree with Anna’s placement on the language and disability grid?
2. What disability-related challenges are apparent for this student?
3. What language- and culture-related challenges is this student facing?
4. What instruction and assessment accommodations would be beneficial for this student?

TOOL 4:

Accommodation Criteria

Use this form to determine if the student is eligible for instruction and assessment accommodations.

Student: _____ Date: _____

Person filling out the form: _____

Questions	Yes (please describe)	No
Can you comment on the student's overall oral English language proficiency and level of English literacy?		
Can you comment on the student's disability needs?		
Has the student taken the English language proficiency test? If so, what is the student's score?		
Are you aware of the language(s) the student speaks in his/her family? If so, please specify the language(s) and the level of the student's oral proficiency and literacy in the language(s).		
Has the student received prior formal education before coming to the U.S.? Have there been gaps or interruptions?		

<p>Has the student spent time in English speaking schools prior to enrolling in this school? If so, how much time?</p>		
<p>Was the student enrolled in special education programs prior to transferring to this school? If so, please describe.</p>		
<p>Do you know how much time the student has spent in your state? Are there mobility issues?</p>		
<p>Are you aware of the student's performance in other content areas and on other tests?</p>		
<p>Are there educational resources available to the student in his/her native language?</p>		
<p>Are you aware of any aspects of the student's home culture that may impact the accommodation selection process (taboos, gestures, kinesthetics, etc.)?</p>		
<p>Are there any other aspects of the student's characteristics that should be considered when selecting accommodations for the student?</p>		

TOOL 5:

DO'S AND DON'TS WHEN SELECTING ACCOMMODATIONS

Do...make accommodation decisions based on individualized needs (e.g., the student's amount of time in the country, disability needs).

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

Do...select accommodations that reduce the effect of the disability and language barrier to access content 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) on the IEP, 504, or ELL plan.

Don't...use an accommodation that has not been documented on the IEP, 504, or ELL plan.

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

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

Do...refer to state accommodation policies and understand implications of selections.

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

Do...evaluate accommodations used by the student.

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

Do...get input about accommodations from teachers, parents, and students, and use it to make decisions at ELL/IEP or ELL/504 Plan Team meetings.

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

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

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

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

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

TOOL 6:

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 for English language learners with disabilities to give the student a good understanding of the range of accommodations that may be available.

1. What parts of learning are easiest for you (i.e., reading, speaking, listening)?

2. Tell me something in class that you do well.

The things you said you can do well above are your strengths. For example, you may have mentioned vocabulary, grammar, reading, writing, listening, 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. What parts of learning are hardest?

4. Tell me something you do in class that is hard.

The things you said were hardest are areas you need to work on during the school year. For example, you might have listed reading the class textbook, taking tests, listening, 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 challenges you currently have related to learning. Then look at a list of accommodations for English language learners with disabilities. Next to each class, write down what accommodation(s) you think might be helpful for you.

Challenge List

Things that are hard

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.

TOOL 7:

Parent Input on Accommodations

Questions Parents Should Ask about Accommodations in Instruction and Assessments

About Instruction

- What instructional support does my child need to access and reach the academic standards?
- How can my child and I advocate to receive accommodations/linguistic support not yet provided in instruction?
- Are the accommodations/linguistic support my child is receiving in instruction meant to be a temporary support? If yes, what is the plan to help determine when to phase them out?
- How are the various staff members who work with my child providing accommodations/linguistic support? (across regular, special education, or other staff)
- What is the setting or model of program support my child receives for instruction?

About Accommodations

- What are the tests my child needs to take, what do they measure (e.g., regular or alternate academic standards), and for what purpose is each given?
- Are the accommodations allowed on state tests also provided for district tests?
- Can my child participate in part of an assessment with or without accommodations?
- Are there consequences for allowing certain changes to how my child participates in a test? How will my child's test scores count?
- Do consequences of accommodations vary by type of test?

Questions for Instruction and Assessment

Is the need for each accommodation documented in my child's ELL, IEP, or 504 plan?

Are there too many or too few accommodations being provided?

What are my child's preferences for specific accommodations?

If my child needs accommodations, how will they be provided?

If an accommodation used in instruction is not allowed on a test, is there another allowed option to support the student? If yes, has it been documented and tried in instruction first? If no, how is my child being prepared to work without the accommodation before the test? What evidence is there to know if my child was able to access or use the accommodation provided?

Other questions you may have

Adapted from *Minnesota Manual for Accommodations for Students with Disabilities in Instruction and Assessment*.
Questions are based in part on questions and content from: NCLD's Parent Advocacy Brief NCLB: Determining
Appropriate Assessment Accommodations for Students with Disabilities, and Testing Students With Disabilities:

Practical Strategies for Complying With District and State Requirements, 2nd ed. (2003) By Martha Thurlow, Judy Elliott, and James Ysseldyke.

TOOL 8:

Accommodation Use in the Classroom

Use this chart to track different aspects of how a student uses an accommodation in your classroom. This will help inform decision making on assessment accommodations.

Student: _____

Date: _____

What accommodation(s) does the student use in the classroom? List them under "accommodation" in the chart. Then follow the questions in the chart.

Questions	List Accommodation(s)				
1. Is it noted in student's ELL, IEP, or 504 plan?					
2. For what task(s) is it used? (e.g., task type* or content/standard)					
3. Does the student use it for that task every time? Note how often.					
4. Does the student use it alone or with assistance? (e.g., aide, peers?)					
5. Notes: (e.g., does one accommodation seem more effective when used with another on a task, etc.)					

*How is taking in or responding to information presented, solving or organizing information accomplished, specific content/standards being learned or assessed, etc.?

TOOL 9:

After-test Accommodation Questions

Use this form after a test to interview a student about the accommodation(s) provided, used, whether it was useful and whether it should be used again. Also note any adjustments or difficulties experienced by the student in either how the accommodation was administered or in using the accommodation during the assessment.

Student: _____

Date: _____

Accommodation used: _____

Questions	Test Taken (List)			
Was the accommodation used? Comments:	Yes / No	Yes / No	Yes / No	Yes / No
Was the accommodation useful? Comments:	Yes / No	Yes / No	Yes / No	Yes / No
Were there any difficulties with the accommodation? (Are adjustments needed)? Comments:	Yes / No	Yes / No	Yes / No	Yes / No
Should the accommodation be used again? Comments:	Yes / No	Yes / No	Yes / No	Yes / No

Student signature _____

TOOL 10:

Assessment Accommodations Plan

Student Information

Name: _____

Date of Assessment: _____

Name of Assessment: _____

Case Information

ESL/Bilingual Teacher: _____

Special Education Teacher: _____

School Year: _____

Building/School: _____

General Education Teacher(s): _____

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	Date Arranged
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
Comments: _____	_____

Room assignment for assessment: _____

Planners for this process (signatures): _____

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

TOOL 11:

State Assessment Program

Student: _____

Content Area	Participation in the Assessment Without Accommodations	Participation in the Assessment with ELL-related Accommodations	Participation in the Assessment with Disability-related Accommodations	Comments

TOOL 12:

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 by the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student uses accommodations regularly and evaluates use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A master accommodation plan/database listing assessment accommodation needs for all students tested is updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Preparation for Test Day

4. Special test editions are ordered for individual students based on information contained in the master accommodation plan (e.g., large print, translated test versions).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Test administrators/proctors receive a list of accommodations needs for students they will supervise (list comes from the master accommodations plan/database).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. 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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Trained readers and interpreters are arranged for individual students (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Special equipment is arranged and checked for correct operation (e.g., audio recorder).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accommodations on the Day of the Test

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 9. All eligible students receive accommodations as determined by their teacher. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Provision of accommodations is recorded by test administrator. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Substitute providers of accommodations are available as needed (e.g., interpreters, brailers). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Plans are made to replace defective equipment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Consideration after the Day of the Test

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 13. Responses are transferred to scannable answer sheets using special equipment and adapted test forms and response documents. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. All equipment is returned to appropriate locations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Students who take make-up tests receive needed accommodations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Effectiveness of accommodation use is evaluated by test administrators and students, and plans are made for improvement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TOOL 13:

Accommodations Journal for Teachers

One way to keep track of what accommodations work for ELLs with disabilities 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 ESL/bilingual teacher, special education teacher, or other staff members. Just think how much easier it would be for an ELL/IEP or ELL/504 Plan Team to decide which accommodations to document if the student kept 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 the accommodation “works”;
- effective combinations of accommodations;
- difficulties of accommodation 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 whom would the student share journal entries, and when would it be done?

TOOL 14:

Identifying Roles and Responsibilities

Directions: This activity can be completed in small groups. Complete the columns below and discuss roles and responsibilities in the provision of standards-based education to ELLs with disabilities.

Your Role as You See It	The Role of Other Colleagues As You See Them
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Discussion Issues

1. Is your role clear in the provision of standards-based education to ELLs with disabilities?
2. What appear to be similarities and differences between perceived roles and responsibilities of ELL/IEP or ELL/504 Plan Team members?
3. To what extent does collaboration among ELL/IEP or ELL/504 Plan Team members occur in your building or district? What are some of the barriers or obstacles?
4. Are our boundaries clear? What are you doing now that you feel may be “out of your jurisdiction”?
5. What are some opportunities or barriers that can either facilitate or hinder future opportunities for general, ESL/bilingual, and special education teacher collaboration?
6. Are all necessary roles or positions of everyone involved included on the ELL with disabilities’ plan?

TOOL 15:

Questions to Guide Evaluation at the School or District Level

Discuss the following questions with other ELL/IEP or ELL/504 Plan Team members:

- Are there procedures in place to ensure test administrators adhere to directions for the administration of accommodations?

- In what ways can you use assessment data and accommodation data to ensure appropriate accommodations are being used?

- In what ways are you currently evaluating the methods of students being accommodated? How can you improve these methods?