



Colorado Accommodations Guide

Selecting and Using Accommodations
for English Learners

2010-2011
Fourth Edition

cde Improving
Academic
Achievement

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The Council of Chief State School Officers (CCSSO)

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

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

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INTRODUCTION

The *Colorado Accommodations Guide, Selecting and Using Accommodations for English Learners* is provided to assist districts and schools in providing appropriate accommodations for Colorado's English Learners (ELs). Work in the area of EL responsive accommodations is "new" and process oriented, that is, we are working to build Colorado's expertise and capacity in the area of EL responsive accommodations.

Process:

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

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SECTION 1: OVERVIEW

PURPOSE:

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

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

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

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

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

SECTION 2: THE FIVE STEP PROCESS

STEP 1: EXPECT ENGLISH LEARNERS TO ACHIEVE GRADE LEVEL CONTENT STANDARDS

No Child Left Behind Act of 2001

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

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

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

One of the basic reform principles of NCLB is stronger accountability for results of 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 in including all students in standards-based education;
- how well students are achieving academic and language standards; and
- what needs to be improved for specific groups of students.

There are several critical elements in NCLB that hold schools accountable for educational results. Academic content standards (what students should learn) and academic achievement standards (how well they should learn) in reading/language arts and mathematics (with science added in 2007-08) form the basis of state accountability systems. State assessments are the mechanism for checking whether schools have been successful in ensuring students have attained the knowledge and skills defined by the content standards. NCLB states:

- By 2005-06, states must provide assessments in reading/language arts and mathematics for all students, including students with disabilities, in grades three through eight and once in high school.
- By 2007-08, states must provide science assessments in at least one grade in each of three grade spans (three through five, six through nine, 10-12) each year.

School, district and state accountability are based on measuring success in educating all students and determining what needs to be improved for specific groups of students. The accountability system is defined in terms of adequate yearly progress (AYP), a way to measure the improvement in achieving standards for all students and designated subgroups each year. Schools, districts, and states are held

accountable for improvements on an annual basis by public reporting¹ and ultimately through consequences, if AYP is not achieved.

INCLUDING ALL ELS IN STATE ACCOUNTABILITY ASSESSMENTS

Federal and State laws require that all students be administered assessments intended to hold schools accountable for the academic performance of students. English Language Acquisition (ELA) Program team members and/or general education team members must actively engage in a planning process that addresses:

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

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

Colorado school law, as defined by Title 22 of the Colorado Revised Statutes (CRS) states that every student enrolled in a public school shall be required to take the State Assessment at the grade level they are enrolled (CRS: 22-4-409-1 (V) (d) (I). ELs in 3rd or 4th grade may take the assessment(s) in Spanish (3rd grade reading and 4th grade reading and writing (CRS: 22-7-409-3.5 (a)). Except that any student who has participated in the English language proficiency program, created pursuant to CRS: 22-24-104, for more than a total of three years shall be ineligible to take the assessments in a language other than English. (*Refer to the "Lectura and Escritura Decision Making Flowchart" on page 12*)

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

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

PARTICIPATION CRITERIA FOR STUDENTS WHO ARE ELS ON CSAP

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

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

"Every student enrolled in a public school shall be required to take the (state) assessments..."- Colorado Revised Statutes [22-7409(1.2a.1.d.I)]

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

¹

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

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

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

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

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

EQUAL ACCESS TO GRADE-LEVEL CONTENT

With the focus of legislation aimed at accountability and the inclusion of all students comes the imperative to ensure equal access to grade-level content standards. Academic content standards are educational targets for students to learn at each grade level. Teachers ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. Providing accommodations during instruction and assessments may also promote equal access to grade-level content. To accomplish this goal of equal access:

- every local educator must be familiar with content standards and accountability systems at the state and district level;
- collaboration between general and English Language Acquisition (ELA) educators must occur for successful student access.

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

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

For copy of English Language Development (ELD) Standards please visit:

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

For a copy of the Colorado Content Standards please visit:

http://www.cde.state.co.us/cdeassess/documents/OSA/k12_standards.html

For a copy of the Colorado Expanded Benchmarks please visit the ESLU Web site at:

<http://www.cde.state.co.us/cdesped/StuDis-Sub2.asp#Content>

LECTURA/ESCRITURA CHART

DEFINITIONS:

NEP-non-English proficient

LEP-limited-English proficient

FEP-fluent-English proficient

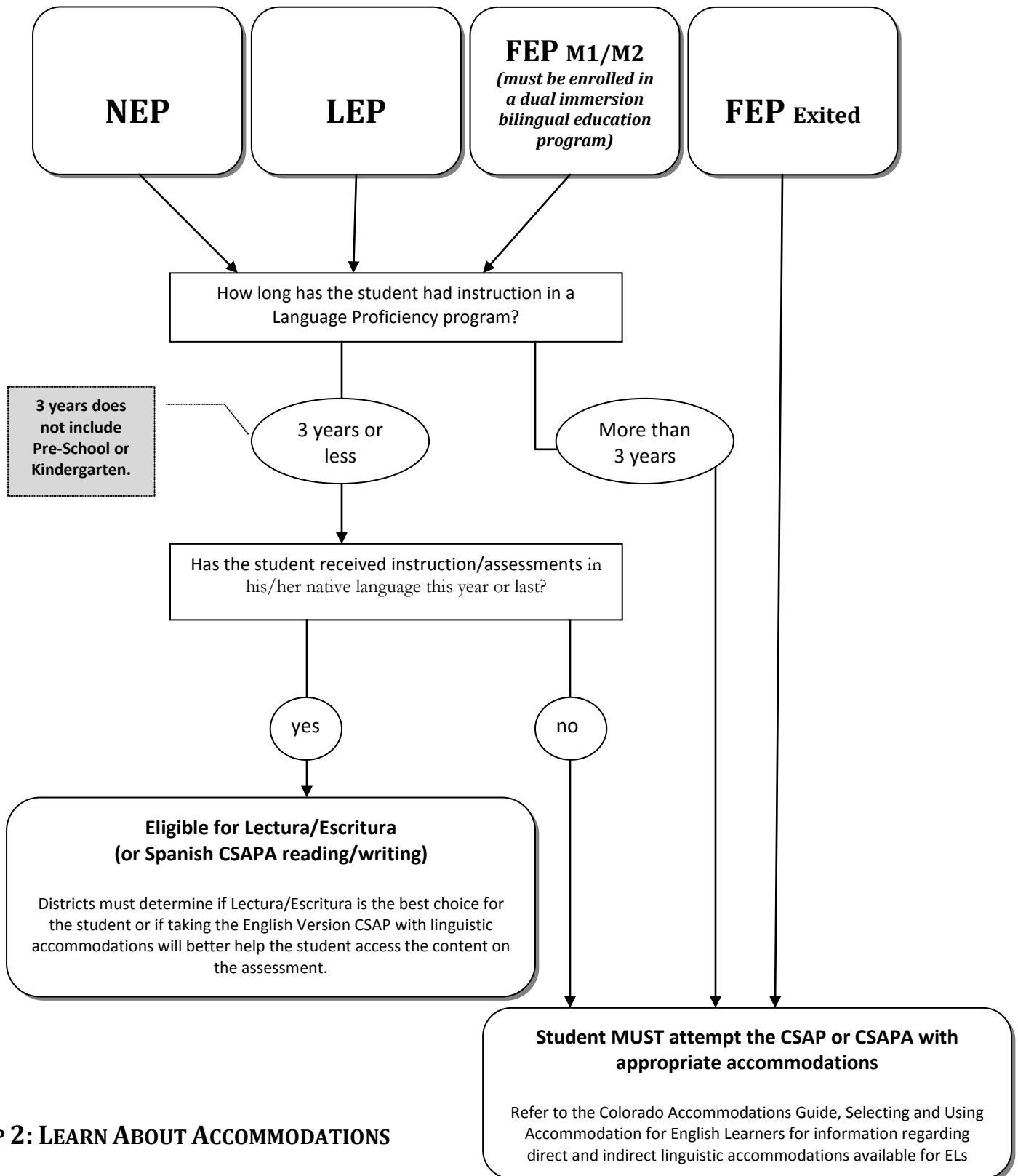
For more information on EL designations and best practices for ELs please refer to the **Guidebook on Designing, Delivering, and Evaluating Services for English Learners (ELs):**

http://www.cde.state.co.us/cde_english/download/ELLGuidebook/FinalGuidebook07-08.pdf

LECTURA AND ESCRITURA DECISION MAKING FLOWCHART

Grades 3 and 4

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



STEP 2: LEARN ABOUT ACCOMMODATIONS

ACCOMMODATIONS FOR INSTRUCTION AND CLASSROOM/DISTRICT ASSESSMENT

Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable instructional and assessment access for students with a formally documented need. Accommodations are intended to give the student access to the content or assessment; they do not, however, reduce learning expectations. The accommodations provided to a student may be the same for classroom instruction, classroom assessments, district assessments and state assessments.

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

Accommodations for ELs are intended to:

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

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

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

ACCOMMODATIONS FOR CLASSROOM INSTRUCTION VS. ASSESSMENTS (CLASSROOM, DISTRICT AND STATE ASSESSMENTS)

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

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

During statewide assessments, any accommodation that is not specifically allowed for individual students constitutes a test irregularity and results in a misadministration. An accommodation for purposes of state assessments should not invalidate the construct, should be provided in a standardized manner and should not provide an unfair advantage while still

leveling the playing field for individual students. The use of modifications, alterations, and non-approved non-standard accommodations may result in adverse consequences.

Accommodations for instruction and assessment are integrally intertwined.

Best practice dictates that accommodations for ELs should be routinely used during:

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

During CSAP, any accommodation that is not specifically allowed and properly administered for individual students constitutes a test irregularity and results in a misadministration. An accommodation is appropriate for CSAP when it does not invalidate the construct, is provided in a standardized manner and does not provide an unfair advantage while still leveling the playing field for individual students.

ACCOMMODATIONS vs. MODIFICATIONS AND INTERVENTIONS

ACCOMMODATIONS

Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable instructional and assessment access for students with a formally documented need.

MODIFICATIONS

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

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

Providing modifications to content during classroom instruction and/or classroom assessments may have the unintended consequence of reducing a student's opportunity to learn critical content. Providing a student with a modification during a state accountability assessment is improper, will constitute a test irregularity and will result in a misadministration.

ACCOMMODATIONS VS. MODIFICATIONS CHART

Accommodations	Modifications
Provide students with the same learning expectations	Reduce learning expectations by decreasing what the student is expected to learn
Ensure that students are able to learn and be measured on the same construct as other students	Change or substitute constructs
Provides students with meaningful assessment score	Reduce the ability to use scores as reliable measures of student skill in the construct
Designed to provide equity, and to reduce or eliminate the linguistic load necessary to access the content on the assessments	Designed to make it “easier” for the student to complete a learning activity or assessment , not necessarily to show all they know or can do

INTERVENTIONS

Interventions for instructional approaches (such as Response to Intervention, or RtI) are very different from the accommodations students might need to receive, both for instruction and for assessment purposes. Interventions include the explicit instruction students need to progress in the general education curriculum, and include content or behavioral strategies. It is critical that students receiving this type of instructional intervention also be provided accommodations to allow them to demonstrate their skills in an assessment environment. Interventions are designed to assist students in developing skills and to allow progress to be made in content areas, while accommodations provide the needed “leveling of the playing field” to allow them to actively demonstrate their skills until they are able to demonstrate these skills at grade level.

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

Over the past few years CDE has been working on a statewide Response to Intervention (RtI) initiative. The English Language Acquisition Unit (ELAU) has been involved in this process as a means of integrating the unique needs of ELs with RtI. Interventions for instructional approaches (such as Response to Intervention, or RtI) are very different from the accommodations students might need to receive both for instruction and for assessment purposes. To obtain more information regarding RtI for ELs please contact the Language, Culture and Equity Unit at 303-866-6963 or *E-Mail*: sesu@cde.state.co.us (Refer to Appendix C for EL RtI)

STEP 3: SELECT ACCOMMODATIONS

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

An accommodation provided for ELs is very different than what happens in the classroom to ensure good instruction. Teachers always provide "accommodations" for students during instruction, for example a student does not finish their math problem so the teacher has the student stay in for recess to finish it. These types of situations are not really accommodations that level the playing field for ELs but rather a best practice to ensure that the student understood how to complete the problem. This is very different than a student who has been evaluated as needing this accommodation to demonstrate what he/she knows on a regular basis. For example, an EL student might need extra time finishing a math word problem written in a language that is not their dominant language.

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

QUESTIONS TO GUIDE ACCOMMODATION SELECTION FOR ELs

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

Student Background Considerations

1. What is the student's level of English language proficiency development?
2. What is the length of time a student has been in an academic environment in which English was the primary language of instruction?
3. What is the student's prior schooling?
4. How many years of formal schooling has the student received?
5. What is the student's age/grade level?

Student Performance in the Classroom

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

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

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

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

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

Plan how and when the student will learn to use each new accommodation. Be certain there is ample time to learn to use instructional and assessment accommodations before an assessment takes place. Finally, have in place a plan for the ongoing evaluation and improvement of the student's use of accommodations.

DOCUMENTING ACCOMMODATIONS

In the state of Colorado, all students who need an accommodation are afforded one. The stipulation is that the need for that student must be made on an individual basis and should be documented. The decision around accommodations should be transparent and include a team of educators, including the parent. Documentation of accommodations for individual ELs might include, but are not limited to:

Advanced learning plan;

Individual learning plan (ILP);

School or district document kept in the cumulative record;

Intervention (RtI) plan, or

(English Language Acquisition (ELA) plan.

INVOLVING STUDENTS IN SELECTING, USING AND EVALUATING ACCOMMODATIONS

ELs benefit from learning self-advocacy strategies for success in school and throughout life. Some students have had limited experience expressing personal preferences and advocating for themselves. Speaking out about preferences, particularly in the presence of "authority figures," may be a new role for students, one for which they need guidance and feedback. Teachers can

play a key role in working with students to advocate for themselves in the context of selecting, using and evaluating accommodations.

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

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

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

STEP 4: ADMINISTER ACCOMMODATIONS

ADMINISTER ACCOMMODATIONS DURING CLASSROOM INSTRUCTION AND ASSESSMENTS

ROUTINE USE OF ACCOMMODATIONS

The documented accommodations should be routinely used during:

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

Note: There are exceptions to the rule. In the case of translation accommodations, students do not need to be consistently receiving them in the classroom. For example, if a student speaks Russian and the school does not provide Russian instruction or translation in Russian, the student should still be provided the opportunity to demonstrate what they know and may be administered the CSAP with a translated oral script (entire test).

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

ACCOMMODATIONS DURING INSTRUCTION

The student should be provided the selected accommodations during instructional periods that necessitate their use. An accommodation should not be used solely during assessments. Furthermore, it is the expectation of the state that educators will provide selected accommodations during instruction in order to ensure that best practices are in place for that student with continued reevaluation of the student's needs.

ACCOMMODATIONS DURING ASSESSMENT

Planning for Test Day

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

Refer to Teacher Tools 2, 3, and 4.

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

Administering Assessments and Accommodations

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

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

ETHICAL TESTING PRACTICES AROUND ACCOMMODATIONS

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

Unethical practices include:

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

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

Practices that are considered unethical in relation to accommodations are:

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

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. Information about the impact of each accommodation needs to be collected in order to evaluate if the accommodation enhances or hinders the student's access to classroom content and to the district and state assessments. It is the expectation that teachers are continually evaluating the effectiveness of the use of accommodations.

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

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

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

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

QUESTIONS TO GUIDE EVALUATION AT THE STUDENT LEVEL

1. What accommodations are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when accommodations are used verses 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 that 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. What policies are in effect to include the student in determining what types of accommodations will benefit him or her, and does the student understand why there is a need for an accommodation?

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

SECTION 3: TYPES OF ACCOMMODATIONS

DESCRIPTION OF ACCOMMODATION CATEGORIES SPECIFICALLY FOR ELs

Accommodations for English Learners are categorized in two ways:

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

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

DIRECT LINGUISTIC SUPPORT ACCOMMODATIONS

WHAT ARE DIRECT LINGUISTIC SUPPORT ACCOMMODATIONS?

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

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

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

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

WHO CAN BENEFIT FROM DIRECT LINGUISTIC SUPPORT ACCOMMODATIONS?

Students who benefit most from direct linguistic support accommodations are those who are categorized as Non English Proficient (NEP) and Limited English Proficient (LEP).

INDIRECT LINGUISTIC SUPPORT ACCOMMODATIONS

WHAT ARE INDIRECT LINGUISTIC SUPPORT ACCOMMODATIONS?

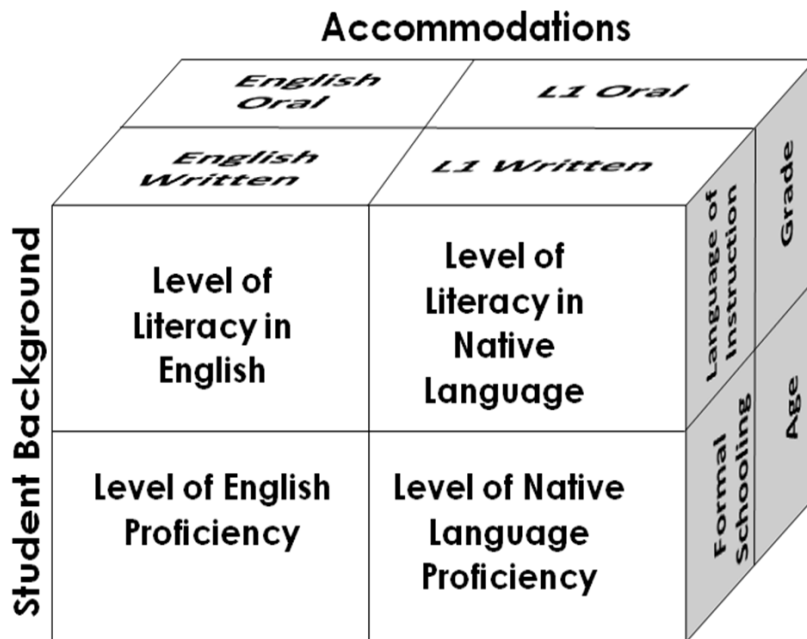
- Involve adjustments to the conditions under which a test is taken to allow ELs to more efficiently use their linguistic resources
- Includes adjustments to test environment and test schedule

WHO CAN BENEFIT FROM INDIRECT LINGUISTIC SUPPORT ACCOMMODATIONS?

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

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

Selecting the correct accommodation for an EL requires the examination of several background characteristics - (a) level of English language proficiency, (b) language of instruction in current schooling, (c) language of previous instruction (in home country), (d) years of formal schooling, and (e) age/grade level (Acosta et al., 2008; *Training District Test Coordinators about ELL Accommodations*, 2008).



Conceptual framework for mapping accommodations to ELP levels

Acosta, B., Rivera, C., Shafer Willner, L. and Staehr Fenner, D. (2008). *Best Practices in the Accommodation of English Language Learners: A Delphi study*. Prepared for the LEP Partnership, U.S. Department of Education. Arlington, VA: The George Washington University Center for Equity and Excellence in Education.

The accommodations in Tables 1- 10 are organized in relation to one or more of the following characteristics: (a) level of English language proficiency, (b) language of instruction in current schooling, (c) language of previous instruction (in home country), (d) years of formal schooling, and (e) age/grade level. Tables 1-10 in Section 4 of this manual were adapted for Colorado from (GW-CEEE, in press).

BEGINNING ENGLISH LANGUAGE PROFICIENCY ALSO KNOW AS NON ENGLISH PROFICIENT STUDENTS OR NEPS.

ELLs at the lowest levels of English language proficiency may have the greatest need for accommodations, yet they are least able to use them. It is unlikely that accommodations provided in English will reduce construct-irrelevant variance for NEPs. Therefore, only oral scripts are highly recommended for NEPs. The use of oral accommodations is preferred over written accommodations in English. However, most accommodations are not expected to produce much of an effect for this group of students.

TABLE 1: ACCOMMODATIONS FOR STUDENTS WITH BEGINNING ENGLISH LANGUAGE PROFICIENCY, WHO ARE LITERATE IN THEIR NATIVE LANGUAGE AND HAVE RECEIVED RECENT INSTRUCTION IN THEIR NATIVE LANGUAGE

Accommodations Allowed on CSAP	Math and Science		Reading		Writing	
	English	Native Language	English	Native Language	English	Native Language
	Oral script	Oral script	Extended time	Translated test	Oral script	Translated test
	Extended time	Oral directions	Oral directions	Oral directions	Extended time	Oral directions
	Repeat items and test directions	Oral response Extended time Students respond in writing	Repeat test directions Students respond orally	Oral response Extended time Students respond in writing	Repeat items and test directions	Extended time Oral script

TABLE 2. Scripted oral translations are most favored, followed by oral response. Dictionaries are not considered useful, due to the difficulty these students may encounter in using reference materials. Students who are not literate in their native language are unlikely to benefit from written accommodations in their native language; however, translated oral scripts and response accommodations are considered optimal for these students. Beginning-level students who are literate in a non-alphabetic language such as Chinese or Russian might also benefit from response accommodations as a means of demonstrating what they know.

TABLE 2: ACCOMMODATIONS FOR STUDENTS WITH BEGINNING ENGLISH LANGUAGE PROFICIENCY, WHO ARE NOT LITERATE AND HAVEN'T RECEIVED RECENT INSTRUCTION IN THEIR NATIVE LANGUAGE

Accommodations Allowed on CSAP	Math and Science		Reading		Writing	
	English	Native Language	English	Native Language	English	Native Language
	Oral script	Oral script	Extended time	Oral directions	Oral script	Oral script
	Extended time	Oral directions	Oral directions	Student responds in writing	Extended time	Oral directions
	Repeat test items	Student responds in writing	Repeat test directions	Student responds orally	Repeat test items	Extended time
	Repeat test directions	Student responds orally	Allow students	Extended time	Repeat test directions	
		Extended time				

TABLE 3. These students may have limited knowledge of academic vocabulary in their native language, as a result oral accommodations are recommended. As outlined in the table below.

TABLE 3: ACCOMMODATIONS FOR STUDENTS WITH BEGINNING ENGLISH LANGUAGE PROFICIENCY, OR OLDER STUDENTS LITERATE IN THEIR NATIVE LANGUAGE WHO HAVE RECEIVED RECENT INSTRUCTION IN ENGLISH

Accommodations Allowed on CSAP	Math and Science		Reading		Writing	
	English	Native Language	English	Native Language	English	Native Language
	Oral script	Oral directions	Extended time	Oral directions	Oral script	Oral directions
	Extended time	Students respond orally	Oral directions	Students responds orally	Extended time	Extended time
	Repeat test items and test directions	Extended time	Repeat test directions	Extended time	Oral directions	Oral script
		Oral script	Students respond orally	Students respond in writing	Repeat test items and directions	
		Students respond in writing				

TABLE 4. Oral presentation in English or the native language is appropriate for this group. Translated test directions may also be suitable for these students.

TABLE 4: ACCOMMODATIONS FOR STUDENTS WITH BEGINNING ENGLISH LANGUAGE PROFICIENCY OR STUDENTS WITH INTERRUPTED FORMAL EDUCATION OR SIFE

Accommodations Allowed on CSAP	Math and Science		Reading		Writing	
	English	Native Language	English	Native Language	English	Native Language
	Oral script	Oral script	Extended time	Oral directions	Oral script	Oral script
	Extended time	Oral directions	Repeat test directions	Students responds in writing	Extended time	Oral directions
	Repeat test items and test directions	Students respond in writing	Students respond orally	Extended time	Repeat test items and test directions	Extended time
		Extended time		Students respond orally		
		Students respond orally				

INTERMEDIATE ENGLISH LANGUAGE PROFICIENCY ALSO KNOWN AS LIMITED ENGLISH PROFICIENT STUDENTS OR LEPs. These students have usually developed some literacy in English, and are expected to benefit from a variety of accommodations. Since there is a wide range of abilities at the intermediate level, the need for accommodations varies considerably. Native language accommodations are considered more useful than English accommodations at the intermediate level. Word-to-word dictionaries are preferred for students who are literate in their native language, and also for some students with interrupted formal education.

TABLE 5: ACCOMMODATIONS FOR STUDENTS WITH INTERMEDIATE ENGLISH LANGUAGE PROFICIENCY, WHO ARE LITERATE IN THEIR NATIVE LANGUAGE AND HAVE HAD RECENT INSTRUCTION IN THEIR NATIVE LANGUAGE

Accommodations Allowed on CSAP	Math and Science		Reading		Writing	
	English	Native Language	English	Native Language	English	Native Language
	Word-to-word dictionary	Word-to-word dictionary	Oral directions	Extended time	Word-to-word dictionary	Word-to-word
	Oral script	Extended time	Extended time	Allow students to respond orally	Oral script	Extended Time
	Extended time	Oral script	Repeat test directions		Oral directions	Translated test
	Students respond orally in English	Students respond orally	Allow students to respond orally		Extended time	Word-to-word dictionary
						Oral script

TABLE 6: ACCOMMODATIONS FOR STUDENTS WITH INTERMEDIATE ENGLISH LANGUAGE PROFICIENCY, WHO ARE NOT LITERATE AND HAVE NOT RECEIVED RECENT INSTRUCTION IN THEIR NATIVE LANGUAGE

Accommodations Allowed on CSAP	Math and Science		Reading		Writing	
	English	Native Language	English	Native Language	English	Native Language
	Word-to-word dictionary	Extended time	Oral directions	Extended time	Word-to-word dictionary	Extended time
	Oral script	Oral script	Extended time	Oral directions	Oral script	Oral script
	Extended time	Oral directions	Repeat test directions	Students respond in writing	Oral directions	Oral directions
	Students respond orally	Students respond in writing	Students respond orally	Students respond orally	Extended time	
		Students respond orally				

TABLE 7: ACCOMMODATIONS FOR STUDENTS WITH INTERMEDIATE ENGLISH LANGUAGE PROFICIENCY OR OLDER STUDENTS LITERATE IN THEIR NATIVE LANGUAGE WHO HAVE RECEIVED RECENT INSTRUCTION IN ENGLISH

Accommodations Allowed on CSAP	Math and Science		Reading		Writing	
	English	Native Language	English	Native Language	English	Native Language
	Word-to-word dictionary	Extended time	Oral directions	Extended time	Word-to-word dictionary	Extended time
	Oral script	Word-to-word dictionary	Extended time	Oral directions	Oral script	Word-to-word dictionary
	Extended time	Oral directions	Repeat test directions		Oral directions	Oral script
	Students respond orally		Students responds orally		Extended time	

TABLE 8. Due to the diversity of needs that may occur within the SIFE group, more accommodation options should be made available. The selection of accommodations, as for any ELL, must always be thoughtfully considered based on individual student characteristics. Students with adequate literacy might benefit from written accommodations in their native language. Some students with very low literacy may have content knowledge, but face difficulty writing the response in English. Oral accommodations, including those in the response category, are thus favored for these students.

TABLE 8: ACCOMMODATIONS FOR STUDENTS WITH INTERMEDIATE ENGLISH LANGUAGE PROFICIENCY, OR SIFE STUDENTS

Accommodations Allowed on CSAP	Math and Science		Reading		Writing	
	English	Native Language	English	Native Language	English	Native Language
	Word-to-word dictionary	Extended time	Oral directions	Extended time	Word-to-word dictionary	Extended time
	Oral script	Oral directions	Extended time	Oral directions	Oral script	Oral script
	Extended time	Students respond in writing	Repeat test directions	Students respond in writing	Oral directions	
	Students respond orally	Students respond orally	Students respond orally	Students respond orally	Extended time	

ADVANCED ENGLISH LANGUAGE PROFICIENCY LEVEL ALSO KNOW AS FLUENT ENGLISH PROFICIENT OR FEP STUDENTS

The need for most accommodations is expected to decrease for FEPs. Students at this level typically have enough English, and do not need oral translation or response accommodations. Word-to-word dictionaries are recommended for advanced students who are literate and have received instruction in their native language. The SIFE group was not included in the advanced ELP level. It's understood that students at this level have moved out of this group.

TABLE 9: ACCOMMODATIONS FOR STUDENTS WITH ADVANCED ENGLISH LANGUAGE PROFICIENCY, THAT ARE LITERATE AND HAVE RECEIVED RECENT INSTRUCTION IN THEIR NATIVE LANGUAGE

Accommodations Allowed on CSAP	Math and Science		Reading		Writing	
	English	Native Language	English	Native Language	English	Native Language
	Word-to-word dictionary	Word-to-word dictionary	Extended time	Extended time	Word-to-word dictionary	Word-to-word dictionary
	Extended time	Extended time			Extended time	Extended time

TABLE 10: ACCOMMODATIONS FOR STUDENTS WITH ADVANCED ENGLISH LANGUAGE PROFICIENCY, OR OLDER STUDENTS LITERATE IN THEIR NATIVE LANGUAGE WHO HAVE NOT RECEIVED RECENT INSTRUCTION IN ENGLISH

Accommodations Allowed on CSAP	Math and Science		Reading		Writing	
	English	Native Language	English	Native Language	English	Native Language
	Word-to-word dictionary	Extended time	Extended time	Extended time	Word-to-word dictionary	Extended time
	Extended time	Word-to-word dictionary			Extended time	Word-to-word dictionary

Tables 1-10 in Section 4 of this manual were adapted for Colorado from (Kopriva, Emick, Hipolito-Delgado, & Cameron, 2007).

Why is it important to consider different student characteristics in providing accommodations?

The researchers, Kopriva, Emick, Hipolito-Delgado, Porfirio and Cameron, observed that the test scores of ELLs who received inappropriate or incomplete accommodations showed no significant effect, while ELs who received accommodations that were matched to their particular challenges performed significantly higher (Kopriva et al., 2007)

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

Do... make accommodation decisions based on <u>individualized needs</u> .	Don't... make accommodations decisions based on whatever is easiest to do (e.g., reading to student).
Do... select accommodations that reduce the linguistic load necessary to access instruction and demonstrate learning and allow ELs to more efficiently use their linguistic resources.	Don't... select accommodations unrelated to student learning needs Don't... select accommodations intended to give students an unfair advantage.
Do... <u>document</u> instructional and assessment accommodation(s) in an individual plan.	Don't... , in general, use an accommodation that has not been used by the EL and documented in a plan.
Do... be <u>familiar with</u> the types of <u>accommodations</u> that can be used as both instructional and assessment accommodations.	Don't... assume that all instructional accommodations are appropriate for use on state assessments.
Do... be specific about the “ <u>Where, When, Who, and How</u> ” of providing accommodations.	Don't... simply indicate an accommodation will be provided “as appropriate” or “as necessary.”
Do... refer to state accommodations policies and understand <u>implications of selections</u> . (please see Sections 6, 7 and 8)	Don't... check every accommodation possible on a checklist simply to be “safe.”
Do... <u>evaluate accommodations</u> used by the student.	Don't... assume the same accommodations remain appropriate year after year.
Do... get input about accommodations from <u>teachers, parents, and students</u> , and use it to make <u>decisions</u> at a meeting for the student's individual plan.	Don't... make decisions about instructional and assessment accommodations alone.
Do... <u>provide accommodations</u> for assessments <u>routinely</u> used for classroom instruction.	Don't... generally, provide an assessment accommodation for the first time on the day of a test.
Do... select accommodations based on specific <u>individual needs</u> in each content area.	Don't... assume certain accommodations, such as extra time, are appropriate for every student in every content area.

SECTION 6: POLICY FOR ELS REGARDING STATEWIDE ASSESSMENT ACCOMMODATIONS

OVERVIEW OF ASSESSMENT ACCOMMODATIONS

All public school students enrolled in a Colorado school in the grades assessed must be accounted for in the Colorado Student Assessment Program (CSAP). The purpose of the CSAP, as a large-scale standardized assessment, is to accurately describe all students' true levels of achievement on the Colorado Model Content Standards for each content area – Reading, Writing, Mathematics and Science.

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

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

ASSESSMENT ACCOMMODATIONS

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

Accommodations used for state assessments must follow these procedures:

- Accommodations must be based upon **individual** student needs. Accommodations may **not** be specific to a program.
- Accommodations should be determined as the result of **evaluation** conducted by the **educational team** who monitor and create the student's individual education plan. The evaluation process and plan formulation should include the parent and student.
- Accommodations should be **used regularly** during assessment and instruction. They generally should be in place at least three months prior to the statewide assessment. **Accommodations should not be introduced for the first time during state test administration.**
- Accommodations should be **documented** in an education plan such as; advanced learning plan, intervention (RtI) plan, Individual learning plan (ILP), ELA Plan or another school or district formal education plan that is the result of an **evaluation** conducted by an **educational team**.

- Accommodations that do not require documentation on a state assessment data grid (outlined in Section 7) should still be **documented as a need on the learning plan or another school or district document.**
- **A student may be allowed more than one accommodation.** For example, a student who is administered the Oral Translation of CSAP may also require extra time.
- If more than one accommodation is used on the CSAP, **only one accommodation bubble can be filled in on the student data grid.** Therefore, the PRIMARY accommodation must be determined. Only that single accommodation bubble on the student data grid should be filled in. The student's primary accommodation is the accommodation that the team has determined as the one that provides the student with the greatest access to the assessment. For example, a student who needs a scribe for the assessment will also need extra time. However, it is the scribing that allows the student access to the assessment process, not the extra time.
- The possible effects of allowing the accommodations must be considered. **Some accommodations may not help the student and may actually have the opposite effect especially in assessment situations.**

***Please note for the combined CSAP Reading/Writing Assessment only reading accommodations are allowable.**

Choosing Assessment Accommodations

The decision to choose accommodations for assessment should follow the five step process outlined in Section 2 of this manual. It is imperative that accommodations for assessment are not done in isolation from the instructional accommodations, as the accommodations should be in use in the classroom and evaluated on an ongoing basis.

SPECIAL CIRCUMSTANCES

New Students to District

If a student moves into the district just prior to the test and no documentation is available about accommodations that had been used in their former district, school and classroom assessments; the student's former school should be contacted for all relevant documentation. If no documentation can be obtained, the student and his or her parent/guardian should be consulted regarding effective accommodations the student received during instruction and assessments. The student is eligible for any standard accommodations if it is determined that the accommodation will show their true levels of achievement and allow the student to access the assessment.

Students Newly Identified as EL

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

NONSTANDARD AND APPROVED NONSTANDARD ACCOMMODATIONS

A dually identified EL with an IEP or 504 plan may be receiving an accommodation during instruction that is not available as a standard accommodation for the CSAP.

The instructional team via the District Assessment Coordinator (DAC) and Special Education Director may apply for consideration of an individual **approved nonstandard accommodation**.

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

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

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

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

- The student may test without the requested nonstandard accommodation and receive a score.
- The student may test with the nonstandard accommodation and receive a “no score”.

If the instructional team does decide to allow a nonstandard accommodation that is not approved, the District Assessment Coordinator will need to code the test invalidation bubble 8, “non-approved accommodation/modification”, on the data grid and the student will be assigned a “no score” for the purposes of state, district and school CSAP reports and school accountability reports. Furthermore, per the Modified Achievement Guidelines

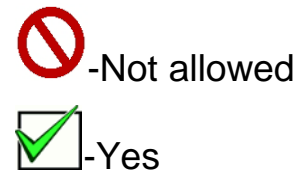
released in May 2007, students who receive a non-standard accommodation will not count toward participation in the state's assessment program for accountability purposes.

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













Examples of **nonapproved nonstandard accommodations** that impact the integrity, validity, reliability or comparability of assessment results, or are considered a modification and will not be approved, include: reading the reading test, allowing graphic organizers during the writing assessment, or providing multiplication tables for the math CSAP. If these accommodations are used on the assessment the test will receive a no score.

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






SECTION 7: LINGUISTIC ACCOMMODATIONS PERMITTED FOR ELs ON CSAP



DIRECT LINGUISTIC SUPPORT ACCOMMODATIONS (SEE GUIDELINES IN SECTIONS 6 AND 8)							
ALLOWED ON CSAP	Reading	Writing	Math	Science	Documented on student data grid	Grouping Consideration	Separate environment Required
Read aloud oral script of test directions in English					Yes	N/A	
Read aloud oral script of test directions in native language					No	N/A	
Read aloud oral script of entire test in English					Yes	Group students by language ability for pacing	
Read aloud oral script of entire test in native language					Yes	Group students by language ability for pacing	
Word-to-word dictionary (no definitions; not terms that may invalidate the construct tested)					Yes	N/A	N/A
Translated Test Lectura/Escritura Grades 3 and 4 ONLY See page 10			N/A	N/A			
Allow students to respond orally in English; scribe response					No		
Allow students to respond in writing in native language; translate response to English; transcribe response							

DIRECT LINGUISTIC SUPPORT ACCOMMODATIONS CONTINUED... <i>(SEE GUIDELINES IN SECTIONS 6 AND 8)</i>							
Allow students to respond orally in native language; translate response to English; scribe response							
Repeat test items only if used with oral administration script							
Repeat test directions							

INDIRECT LINGUISTIC SUPPORT ACCOMMODATIONS ALLOWED ON CSAP

IN-DIRECT LINGUISTIC SUPPORT ACCOMMODATIONS <i>(SEE GUIDELINES IN SECTIONS 6 AND 8)</i>							
ALLOWED ON CSAP	Reading	Writing	Math	Science	Documented on student data grid	Grouping Consideration	Separate environment Required
Extended timing used					Yes	N/A	

SECTION 8:

GUIDELINES FOR ADMINISTERING LINGUISTIC ACCOMMODATIONS PERMITTED FOR ELS ON CSAP

The procedures described below must be followed when administering the CSAP; the expectation is that the student has had several months accessing assessments in the classroom with accommodations which are then used on CSAP. Accommodations used on CSAP should not be arbitrary or last minute and they generally should not be applied solely for the state assessments. Accommodations are about meeting the needs of students on a daily basis and should not be relegated only to the day of state testing.

Teacher read directions in English

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

Teacher read directions in native language

The only difference between teacher read directions in English and teacher read directions in the native language is the student's native language. Refer to the **Teacher read directions in English** section above. Teacher read directions in native language may be used for the reading, writing, math and science assessments. They must be followed exactly as written. The *Teacher Read Directions Script* is provided to District Assessment Coordinators for distribution to schools. Test Proctors may have access to the scripts to translate them into the student's native language up to 48 hours prior to test administration. Teacher read direction scripts are not provided in translated versions by the Colorado Department of Education. This accommodation must be documented as outlined (*Section 6 of this manual*); however it is not bubbled on the student data grid. This accommodation should be administered in a separate environment. Teacher read

directions in native language are secure materials and must follow security procedures as outlined in the *Assessment Procedures Manual*.

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

Oral presentation (Entire test)/ Oral Scripts

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

Oral presentation (Entire test)/ Translated Oral Script

Translated oral scripts of the entire assessment may be used on the writing, math and science CSAP. They must be followed exactly as written. The only difference between a translated oral script and an oral script is the student's native language. Refer to the section titled **Oral presentation (Entire test)/Oral Scripts**. Test Proctors may have access to the scripts to translate them into the student's native language up to 48 hours prior to test administration if a translated Oral script in the student's native language is not provided by CDE and for the writing portion of the assessment. Oral scripts are provided in translated versions by the Colorado Department of Education in the language of Spanish for the math, science, and writing tests. This accommodation must be documented as outlined (*Section 6 of this manual*) and it is bubbled on the student data grid. This accommodation must be administered independently or in a small group of no more than fifteen students with fairly equivalent skills and abilities. Groups should be determined based on language ability so that pacing does not interfere with student performance. Translated Oral presentation (Entire test)/ Translated Oral Scripts are secure materials and must follow security procedures outlined in the *Assessment Procedures Manual*.

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

Oral response (English/native language)/Scribe

Oral response may be used as a linguistic accommodation based on an individual ELs' language development. An EL on the continuum of language develop who is unable to show what he or she knows in a written response, but able to show what he or she knows on CSAP by responding orally in English or their native language; then he or she may be administered the CSAP with scribing of their oral response.

Word-to-word dictionaries

Word-to-word dictionaries may be used on the writing, math and science CSAP. A word-to-word dictionary does not have definitions of words. The use of word to word dictionaries should be a part of the student's regular classroom assessment processes.

CDE does not maintain an approved list of word to word translation dictionaries. Schools must work with their District Assessment Coordinator and English Language Acquisition Coordinator to ensure they comply with any approval process or policies within their school district. This accommodation is documented as outlined (*Section 6 of this manual*) and it is bubbled on the student data grid. This accommodation does not need to be administered in a separate environment.

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

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

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

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

GUIDELINES AND DESCRIPTION OF INDIRECT LINGUISTIC SUPPORT ACCOMMODATIONS FOR CSAP

Extended timing used

Students with a documented accommodation may have additional time beyond the time limits for any session. Extended time is a significant accommodation for large scale assessment and will require careful logistical planning. Considerations should be given to

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

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

Breaks during test sessions

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

Shorter sessions with breaks between

Shorter sessions with breaks between are available for the reading, writing, math and science CSAP. If possible, schedule tests and activities that require focused attention at the time of day when a student is most likely to demonstrate peak performance. Sometimes students are allowed to complete activities over multiple days – completing a portion each

day. This is usually done to reduce fatigue a session must be completed in a single day. This accommodation is documented as outlined (*Section 6 of this manual*) however it is not bubbled on the student data grid. However, this accommodation is used with the Extended Time used accommodation and therefore, Extended Time Used will be documented on the student data grid if this accommodation is used. This accommodation should be administered in a separate environment.

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

Test individually administered

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

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

Test administered in small groups

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

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

Test-taker provided preferential seating

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

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

BEST PRACTICES FOR PROCTORING CSAP

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

- Teacher faces test taker

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








































SECTION 9: CSAPA EXPANDED ACCOMMODATIONS FOR DUALY IDENTIFIED ELS

EL student with identified significant cognitive disabilities may be eligible for the Colorado Student Assessment Program Alternate (CSAPA) expanded accommodations. The CSAPA is intended to be accessible to and useable by, students with significant cognitive disabilities, who have been identified through the Individualized Education Plan (IEP) process, and who require an alternate measurement of their learning toward Colorado's Reading, Writing, Mathematics, and Science Standards and Expanded Benchmarks. .
















Because each student taking this assessment will require individualized supports to meet his or her unique learning needs, **educators will need to adapt materials and presentation methods based on each student's needs**. Adaptations of materials by size or contrast levels, use of concrete rather than two-dimensional testing materials, and assistive technology devices are types of CSAPA Expanded Accommodations that make test materials accessible to the student and/or allow the student to respond to the test materials. Additionally, these Expanded Accommodations must be documented on the student's IEP and be in place during classroom assessments to ensure that the student is at ease using these CSAPA Expanded Accommodations successfully. Assistive technology may be especially useful for this assessment as the types of assistive technology devices or low tech mechanisms can be quite expansive. For example, a teacher may use Pix Writer, Dynovoxs and many other types that the student currently uses in the classroom. If you have questions regarding assistive technology devices that may be used please call the Unit of Student Assessment at 303-866-6929.









Supplementary CSAPA Expanded Accommodations may enhance a teacher's ability to present the materials and/or a student's ability to respond to task requirements. However, the content of an item must not be changed by the use of an Expanded Accommodation, as that would be considered a modification of the item and would invalidate it. For each item, the teacher will need to be aware of the indicator being assessed in order to ensure that the adaptation will not interfere with what is being measured.

Some typical accommodations are inherent within the administration of the CSAPA. For example, much of CSAPA can be read out loud as directed, and all students who take CSAPA are assessed individually and in a separate setting. The following grids outline the CSAPA Expanded Accommodations.

Visual Presentation Accommodations	Reading	Writing	Math	Science	Documented on student data grid
Handheld magnifiers					Yes Other
Closed Circuit Television (CCTV)					Yes Other
Signing of the allowable teacher read parts					Yes Signing
Modified or Enlarged Picture Symbols					Yes Modified Pictures
Real Objects					Yes Objects
Translated into Student's Native Language					Yes Translation
Assistive technology					Yes AT
Tactile Presentation Accommodations	Reading	Writing	Math	Science	Documented on student data grid
Braille					Yes Braille
Auditory Presentation Accommodations	Reading	Writing	Math	Science	Documented on student data grid
Translated oral presentation of entire assessment in student's native language					Yes Translation
Audio amplification devices					Yes Other

Response Accommodations	Reading	Writing	Math	Science	Documented on student data grid
Assistive technology					Yes AT
Scribe (or ELs)					Yes Other
The use of signing to communicate to a scribe					Yes, as signing
Eye Gaze					Yes Eye gaze























Materials or devices used to solve or organize responses	Reading	Writing	Math	Science	Documented on student data grid
Underlining or highlighting by the student					Yes Other
Noise buffers					Yes Other
Color overlays					Yes Other
Student's preferred writing tool					Yes Other

Timing and Scheduling Accommodations	Reading	Writing	Math	Science	Documented on student data grid
Time of day					Yes Other
Multiple or frequent breaks (breaks may be given based on the student's needs and may be extended over night)					Yes Other

SECTION 10: ACCOMMODATIONS FOR CELAPRO FOR ELS WITH DISABILITIES

OVERVIEW OF ACCOMMODATIONS AVAILABLE FOR CELAPRO

- Accommodations for CELApro are available only to students with disabilities with a documented need for the accommodation in an IEP or 504 Plan.
- The use of CSAPA Expanded Accommodations are not allowable on the CELApro due to the standardization of the assessment.
- The use of accommodations are limited to the standard accommodations listed in the table below, as the use of Linguistic Accommodations are not allowed on CELApro since they would invalidate the construct of the test.

Accommodation	Speaking	Listening	Reading	Writing
Braille version				
Large print				
Scribe	Test design makes this available for all students.			
Signing				
Assistive communicative device	 Needs transcribing	 Needs transcribing	 Needs transcribing	 Needs transcribing
Approved Non-standard Accommodations				
Teacher-read directions only	Directions are already read in the design for administration of the test.			
Oral presentation (entire test)	Test design is oral presentation of entire test in regular administration			

SECTION 11: TEACHER TOOLS

TEACHER TOOL 1

ACCOMMODATIONS FROM THE ELS' PERSPECTIVE

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

1. Think about all the classes you are taking now. Which is your best class?

2. Explain what you do well in this class.

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

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

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

The things you said were hardest are areas you need to work on during the school year. For example, you might have listed reading or writing in English, taking tests in English, listening in English, remembering new information given in English, doing homework in

English, finishing class work or test in English on time or doing work in groups in English. These are all things in which an accommodation may be helpful for you.

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

Class List

Classes

Accommodations

Some Linguistic Accommodations you may be using:

1. plain English version of test
2. word to word dictionary
3. commercial translation dictionary
4. commercial English picture dictionary
5. my personal created dictionary
6. commercial English dictionary
7. electronic translator
8. audio tape/CD of test items
9. audio tape/CD of test directions
10. recorder to record my responses in English
11. a helper to write my oral responses
12. extra time to complete my tests
13. written translation of class work
14. text written in my native language

15. test translated into my native language
16. side-by-side dual language test
17. test directions written in my native language
18. dual language reference materials
19. customized dual language glossary
20. my native language to respond in writing
21. audio tape/CD of test in my native language
22. audio tape/CD of test directions in native language

Some Linguistic Accommodations your Teacher/ Teacher Helper may be providing:

1. read aloud test items from plain English script
2. read test items aloud
3. read test directions aloud
4. repeated read test items
5. repeated read test directions
6. provided clarification in my native language
7. clarified/explained test directions in English
8. simplified test directions
9. translated test directions orally into my native language
10. clarified/explained test directions in native language
11. highlight words from test directions in my native language
12. allowed me to respond orally in my native language
13. scribed my response in my native language
14. allowed me to respond orally in my native language and then translated my response to English

TEACHER TOOL 2

ASSESSMENT ACCOMMODATIONS PLAN

STUDENT INFORMATION

NAME: _____

DATE OF ASSESSMENT: _____ DOMINANT

LANGUAGE: _____ NAME OF ASSESSMENT: _____ YEARS IN
PROGRAM: _____

SCHOOL YEAR _____ ELD

TEACHER: _____ SCHOOL/BUILDING: _____ ELA

SPECIALIST/TEAM _____

ELA INFORMATION

OVERALL ENGLISH LANGUAGE PROFICIENCY:

NEP LEP FEP (M1 M2)

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

Accommodations

Date Arranged:

1. _____
2. _____
3. _____
4. _____

Comments:

Person responsible for arranging accommodations and due date:

Person Responsible

Due Date:

1. _____
2. _____
3. _____
4. _____

Comments:

Room assignment for assessment: _____

Planners for this process (signatures): _____

TEACHER TOOL 3

ASSESSMENT ACCOMMODATIONS AGREEMENT

Here is an example of a form a student could carry on test day. This type of format puts the student in charge (building self-advocacy skills) and sets the expectation that, with these accommodations, students can show what they know on the test. Some accommodations (e.g., special test editions) need to be arranged long before test day but should still be included on this list to make certain the student receives the correct test booklet. A similar form could be carried to class to remind teachers about daily accommodations. Different schools, teachers, and students might format these statements differently. Note that it is the responsibility of the student to list the necessary accommodations and to present this list to the test administrator or teacher. This experience is particularly important for students with disabilities who intend to pursue a postsecondary education.

I, _____,

(Student's name)

need the following accommodations to take part in this assessment:

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

(Name of special education teacher, parent, principal, and/or related service provider)

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

(Student signature)

(Date)

TEACHER TOOL 4

SCHOOL/DISTRICT PLANNING CHECKLIST

Directions: This Logistics Planning Checklist can be used in the planning and implementation of assessment accommodations. 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 on students' ELA/education plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students use accommodations regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The appropriateness of the accommodation is evaluated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. A master accommodations plan/data base listing assessment accommodation needs for all students tested is updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PREPARATION FOR TEST DAY			
5. Special test editions are ordered for individual students based on information contained in master accommodations plan (e.g., audio tape, Braille, large print).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Test administrators/proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/data base).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. 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"/>
8. Trained readers and translators are arranged for students of not more than 15 students (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, word processor).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Plans are made to replace defective equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACCOMMODATIONS ON THE DAY OF THE TEST			
11. All eligible students receive accommodations as determined by their IEP, 504 plan, and/or ELD Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Provision of accommodations is recorded by test administrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Substitute providers of accommodations are available as needed (e.g., translators, interpreters, readers, scribes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONSIDERATION AFTER THE DAY OF THE TEST	Y	N	NA
14. Responses are transferred to scorable test booklets answer sheets for students using special equipment and adapted test forms and response documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. All equipment is returned to appropriate locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Students who take make-up tests receive needed accommodations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Effectiveness of accommodations use is evaluated by test administrators and students, and plans are made for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TEACHER TOOL 5

ACCOMMODATIONS JOURNAL

One way to keep track of what accommodations work for a student is to support the student in keeping an “accommodations journal.” The journal lets the student be “in charge” and could be kept up to date through regular consultation with an ELD teacher or other ELA Specialist. Just think how much easier it would be for an ELD team to decide which accommodations to document on a student’s ELD Plan if the student came to the ELD Plan meeting with a journal documenting all of these things:

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

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

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

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

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

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

APPENDIX A: UNIVERSAL DESIGN AND PLAIN LANGUAGE

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

Universal Design is an assessment practice which focuses on:

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

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

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

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

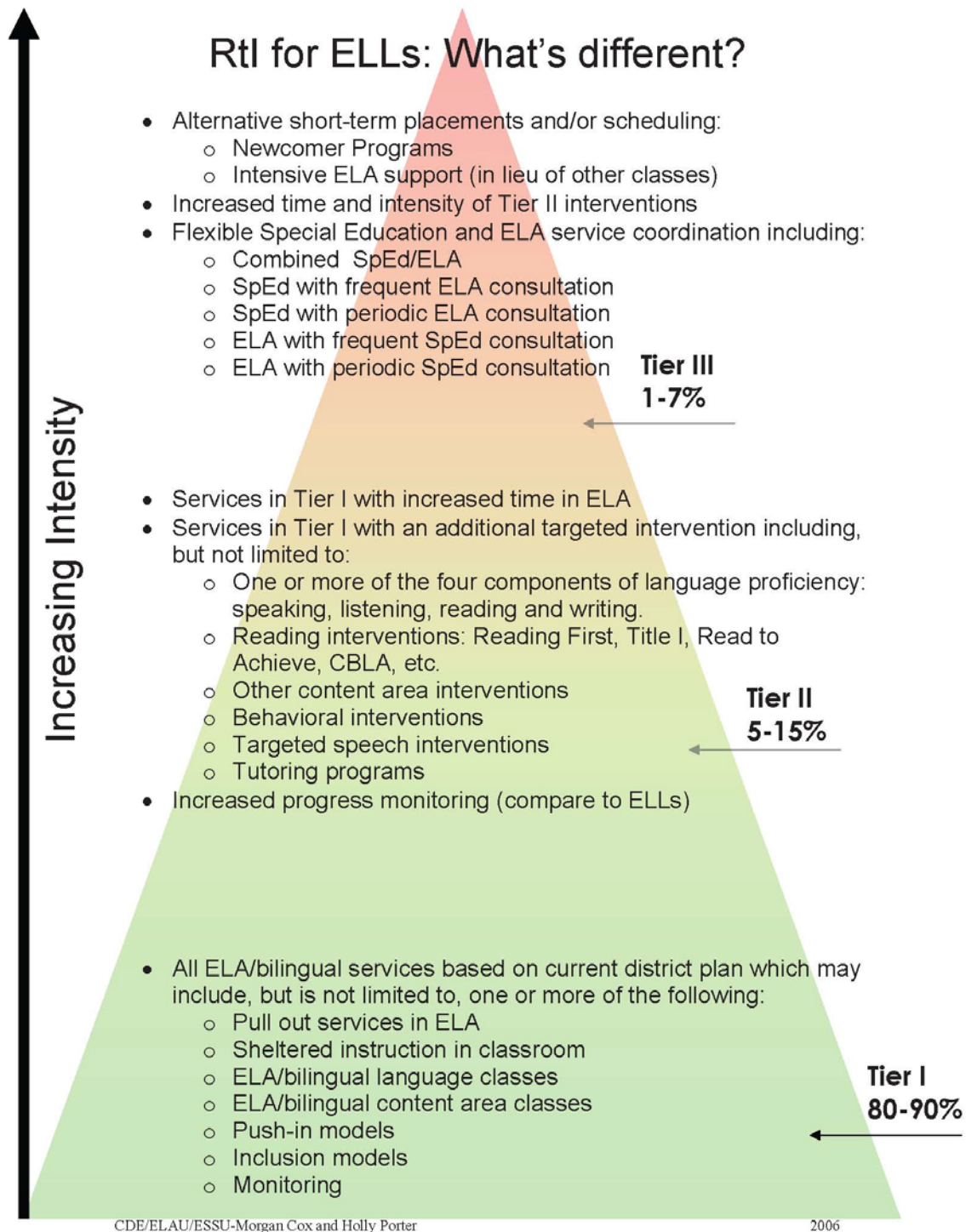
APPENDIX B: ENGLISH LEARNERS WITH EXCEPTIONAL NEEDS (ELEN)

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

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

Please note that the teacher may not translate the CSAPA reading assessment as it would change what is being measured. However, Spanish CSAPA reading/writing, available in 3rd and 4th grade may be used if student meets the requirements for taking these assessments. See Lectura and Escritura Decision Making Flowchart on page 12.

APPENDIX C: RESPONSE TO INTERVENTION (RTI) FOR ELLS



APPENDIX D: LOGISTICAL ADJUSTMENTS



The following practices are considered logistical adjustments in administering CSAP. These practices may facilitate proper implementation of accommodations but would not be expected to impact student test performance. These practices do not need to be documented on the student data grid and they do not need to be documented as outlined (*Section 6 of this manual*). These practices do not need to be administered in a separate environment.

Test administration practices that <u>may</u> facilitate proper implementation of an accommodation	Reading	Writing	Math	Science	Documented on student data grid	Grouping Consideration	Separate environment Required
Breaks during test sessions (<i>Within established time limit for CSAP</i>)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	N/A	N/A
Shorter sessions with breaks in between	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	N/A	<input checked="" type="checkbox"/>
Test individually administered	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	N/A	<input checked="" type="checkbox"/>
Test administered in small groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Test-taker provided preferential seating	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	N/A	N/A
Teacher faces test-taker	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	N/A	N/A
Test administered with minimal distractions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	N/A	N/A
Person familiar to test-taker or ESL/bilingual teacher administers the test	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	N/A	N/A
Test administered in familiar room or in ESL/Bilingual classroom	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	N/A	N/A



Breaks during test sessions

Breaks during test sessions are available for the reading, writing, math and science assessments. Breaks may be given at predetermined intervals during the test; however, it counts toward the 60 minute (reading and writing) or 65 minute (math and science) time limits for CSAP. Breaks may also be given after completion of test sessions. Sometimes a student is allowed to take breaks when individually needed. If the length of a break is predetermined, a timer might be used to signal the end of the break. This logistical adjustment is not documented. This logistical adjustment does not need to be administered in a separate environment unless it is for only one student in a class or it causes a

disruption to students who are taking the CSAP without breaks during test sessions. Breaks during test sessions do not extend the time allowed on the CSAP. Any break that forces the extension of the time limits for a session must be documented as “extended timing used” on the data grid. Please note you must have planned for extended time with breaks during test sessions. When this occurs the proctor must follow the guidelines of “extended timing used” and it must be documented as the primary accommodation on the student data grid.

Shorter sessions with breaks between

Shorter sessions with breaks between are available for the reading, writing, math and science CSAP. If possible, schedule tests and activities that require focused attention at the time of day when a student is most likely to demonstrate peak performance. This logistical adjustment is not documented. However, if this logistical adjustment is used with the Extended Time used accommodation, Extended Time Used will be documented on the student data grid. This logistical adjustment should be administered in a separate environment. **If** administering shorter sessions (with more breaks) testing time exceeds the established testing time limits (60 or 65 minutes per session) for CSAP *Extended Time Used* must be documented on the student data grid.

Test individually administered

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

This logistical adjustment is not documented, however it needs to be administered in a separate environment.

Test administered in small groups

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

This logistical adjustment is not documented. This logistical adjustment needs to be administered in a separate environment.

Test-taker provided preferential seating

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

This logistical adjustment is not documented and it is NOT bubbled on the student data grid. This logistical adjustment is not administered in a separate environment.

BEST PRACTICES FOR PROCTORING CSAP

The following practices are considered best practices in administering CSAP for all students. These practices are an expectation for all of the content areas on CSAP. They should also be part of the student’s regular classroom assessment processes. These practices do not need to be documented on the student data grid and they do not need to

be documented as outlined (*Section 6 of this manual*). These practices do not need to be administered in a separate environment.

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

APPENDIX E: NON-STANDARD ACCOMMODATION APPLICATION

Nonstandard Assessment Accommodation Consideration Request – Directions

There may be cases when a student is using an accommodation on a regular basis that provides them access to the assessment, but it is not listed as an allowable accommodation for CSAP, CSAPA or CELAPRO. In these cases, the District Assessment Coordinator in cooperation with the Director may submit a request to the **Unit of Student Assessment (USA)** to use the accommodation for the state assessments.

If the requested accommodation **is approved:**

- it may be used during the assessment in which it was requested, and
- the accommodation code for the “approved non-standard accommodation,” **must** be bubbled in on the data grid (bubble A).
- the student will then receive a score and count as a participant for AYP purposes.

However, if the request **is not approved and is used** on CSAP, CSAPA or CELAPRO:

- the invalidation code for the “non-approved accommodation/modification,” must be bubbled in on the data grid.
- the student will then receive a “no score” and will **not** count as a participant for AYP purposes*.

The guidelines for nonstandard accommodations are:

- student must have been using the accommodation during instruction and assessment for at least 3 months prior to the administration of the assessment if based on a disability**,
- the use of the accommodation in instruction must be documented in the student’s IEP, 504 and/or ELD Plan, and

the educational team must, in evaluating the accommodation being requested, ensure that it is not giving the student an additional advantage in responding to the items, but allowing the student access to the assessment.

- the educational team must consider the student’s needs for a nonstandard accommodation on an individual basis. These accommodations are specialized and will not be considered based on a district program or disability but rather on the needs of the individual student.

- **all applications for nonstandard accommodations must be submitted annually by the DAC, and no later than December 15th.**
- all questions on the request form must be answered in order for the application to be considered.
- including a copy of the student's IEP, 504 plan, or ELD Plan will expedite your application

Responses will be sent via email or fax, include the documentation of the approval in the student's file.

**Modified Academic Achievement Standards Non-Regulatory Guidelines finalized, July 20, 2007.*

***The three month rule is designed to assure that the student is comfortable with the accommodation and is not surprised on the day of the assessment, thus being unable to access the test in an appropriate manner.*

REFERENCES

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