



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

COLORADO ACCOMMODATIONS MANUAL FOR ENGLISH LANGUAGE LEARNERS

Second Edition
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COLORADO DEPARTMENT OF EDUCATION

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September 15, 2008

Dear Colleagues,

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

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

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

Respectfully,

Barbara M. Medina, Ph.D.

Assistant Commissioner,
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THIS MANUAL IS BASED ON THE WORK OF:

The Council of Chief State School Officers (CCSSO)

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The *Colorado Accommodations Manual for English Language Learners (ELLs)* was developed by the Colorado Department of Education collaboratively between members of The 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 ELL accommodations. Members of the review team during 2007-08 and 2008-09 school year include:

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INTRODUCTION

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

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

PROCESS:

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

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

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

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

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SECTION 1: OVERVIEW

PURPOSE:

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

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

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

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

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

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

SECTION 2: THE FIVE STEP PROCESS



STEP 1

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

The Federal **No Child Left Behind Act of 2001 (NCLB)**, *formerly the Elementary and Secondary Education Act 1965 (ESEA)*, requires the participation of English Language Learners (ELLs) in standards-based instruction and assessment initiatives. States and local school districts must include all students, including students with limited English proficiency, in large-scale testing. Title I of NCLB specifically declares that states must:

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

INCLUDING ALL ELLS IN STATE ACCOUNTABILITY ASSESSMENTS

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

- assurance of the provision of accommodations to facilitate student access to grade-level instruction and state assessments,
- use of alternate assessments to assess achievement of dually identified students: ELL and cognitively disabled.

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

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

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

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

PARTICIPATION CRITERIA FOR STUDENTS WHO ARE ELLS ON CSAP

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

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

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

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

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

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

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

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

EQUAL ACCESS TO GRADE-LEVEL CONTENT

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

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

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

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

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

English Language Development (ELD) Standards:

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

LECTURA/ESCRITURA CHART ON PAGE 10

DEFINITIONS:

NEP-non-English proficient

LEP-limited-English proficient

FEP-fluent-English proficient

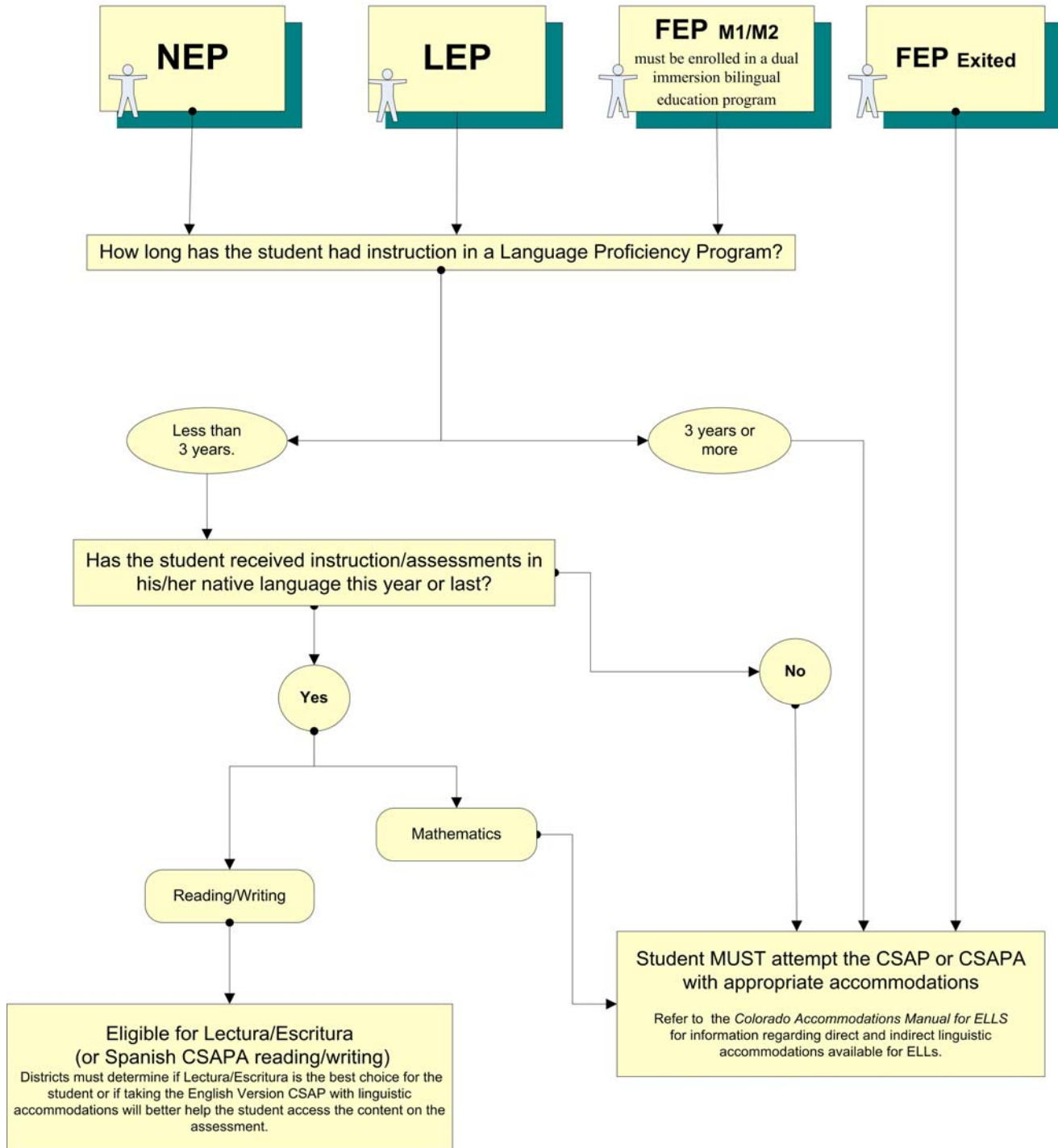
Please refer to the **Guidebook on Designing, Delivering, and Evaluating Services for English Language Learners (Ells)** available at:

http://www.cde.state.co.us/cde_english/download/ELLGuidebook/FinalGuidebook07-08.pdf
for more information on ELL designations and best practices for ELLs.

Lectura and Escritura Decision Making Flowchart

Grades 3 and 4

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



STEP 2:

LEARN ABOUT ACCOMMODATIONS FOR CLASSROOM AND DISTRICT INSTRUCTION AND ASSESSMENT

ACCOMMODATIONS FOR CLASSROOM AND DISTRICT INSTRUCTION AND ASSESSMENT

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

Accommodations for ELLs are intended to:

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

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

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 CSAP)

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

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

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

Accommodations appropriate for individual students during instruction and assessments should be provided in addition to the accommodations the student will need for CSAP.

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

Assessment accommodations that result in adverse consequences are commonly referred to as modifications, adaptations, alterations, and non-approved non-standard accommodations.

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

ACCOMMODATIONS VS. MODIFICATIONS AND INTERVENTIONS

ACCOMMODATIONS

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

MODIFICATIONS

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

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

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

INTERVENTIONS

Over the past few years CDE has been working on a statewide Response to Intervention (RtI) initiative. The English Language Acquisition Unit (ELAU) has been involved in this process as a means of integrating the unique needs of ELLs with RtI. 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 ELL 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 RtI)

STEP 3

SELECT ACCOMMODATIONS FOR INSTRUCTION AND

CLASSROOM, DISTRICT AND CSAP ASSESSMENT FOR INDIVIDUAL STUDENTS

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

QUESTIONS TO GUIDE ACCOMMODATION SELECTION

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

Student Background Considerations

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

STEP 4

ADMINISTER ACCOMMODATIONS DURING CLASSROOM INSTRUCTION AND ASSESSMENTS

ROUTINE USE OF ACCOMMODATIONS?

The common rule that all accommodations should be routinely used in the classroom does not always hold true for English Language Learners. 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 et al., 2008).

ACCOMMODATIONS DURING CSAP

Planning for Test Day

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

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

Prior to the CSAP, be certain test proctors know what accommodation(s) each student will be using and how to administer them properly. For example, test administrators and proctors need to know whether a student will be allowed extra time if necessary to complete the test, when the testing time ends and what plan exists for the student to continue working. Staff administering accommodations, such as reading to a

student or writing student responses, must adhere to specific guidelines so that student scores are valid. (Refer to Sections 6, 7,8)

Administering Assessments and Accommodations

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

- take appropriate security precautions before, during, and after the administration of the assessment;
- understand the procedures needed to administer the assessment prior to administration;
- administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur;
- avoid any conditions in the conduct of the assessment that might invalidate the results;
- provide for and document all reasonable and allowable accommodations for the administration of the assessment to ELLs; and
- avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment.

ETHICAL TESTING PRACTICES AROUND ACCOMMODATIONS

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

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

- Not taking into consideration a student's background characteristics including: (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 (Acosta et al., 2008).

STEP 5

EVALUATE AND IMPROVE ACCOMMODATION USE

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

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

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

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

QUESTIONS TO GUIDE EVALUATION AT THE STUDENT LEVEL

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

(Refer to Teacher Tools 1-6).

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

SECTION 3: TYPES OF ACCOMMODATIONS



DESCRIPTION OF ACCOMMODATION CATEGORIES FOR ELLs

WHAT IS AN ACCOMMODATION?

Effective accommodations for ELLs address the unique linguistic and socio-cultural needs of the student and enable them to demonstrate knowledge of the content without altering the test construct. An accommodation is intended to minimize the cognitive resources needed by ELLs to process the language of the test so they can attend to the content. Accommodations involve changes to testing procedures, testing materials, or the testing situation to allow meaningful participation in an assessment (Acosta, B., Rivera, C., Shafer Willner, L. and Staehr Fenner, D., 2008).

When taking assessments, English-proficient students apply automatized language processing skills and knowledge of academic English to focus on test content. In contrast, students who are still in the process of acquiring English must contend with issues of construct-irrelevant variance in the language of the test and, as a result, may not be able to demonstrate what they know and can do in an academic content area (Abedi, 2005; Kopriva, 2008; Rivera, Collum, Willner, & Sia., 2006).

Accommodations for English Language Learners are categorized in two ways:

- Direct Linguistic Support Accommodations
- Indirect Linguistic Support Accommodations

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

(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 7 for examples of accommodations in these categories)

INDIRECT LINGUISTIC SUPPORT ACCOMMODATIONS

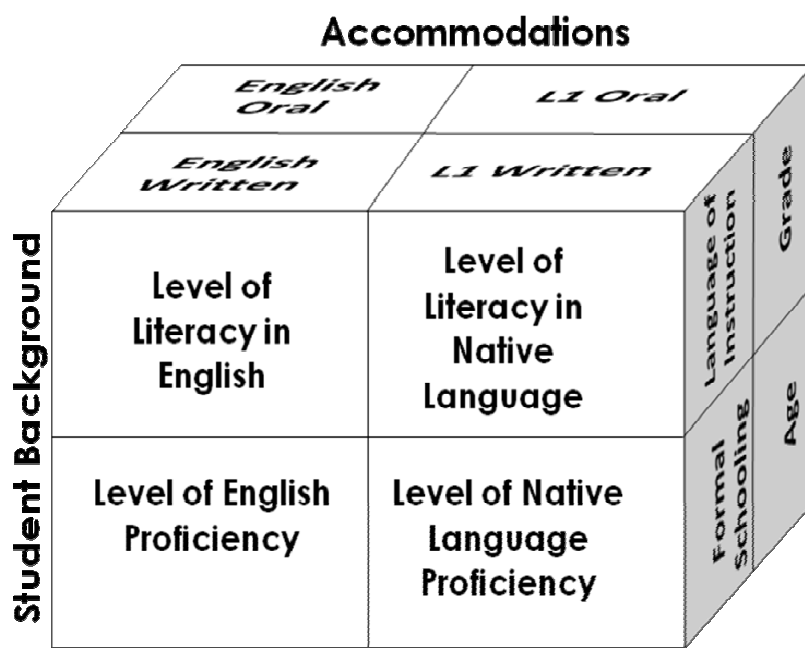
WHAT ARE INDIRECT LINGUISTIC SUPPORT ACCOMMODATIONS?

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

SECTION 4: ACCOMMODATIONS BASED ON STUDENT CHARACTERISTICS FOR ELLs



Selecting the correct accommodation for an ELL 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 KNOWN 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	Repeat test directions	Oral response	Repeat items and test directions	Extended time
		Extended time		Extended time		Oral script
		Students respond in writing	Students respond orally	Students respond in writing		

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 ELLs 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 individualized needs.

Don't...make accommodations decisions based on whatever is easiest to do

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

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

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

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

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

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

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

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

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

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

Do...evaluate accommodations used by the student.

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

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

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

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

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

SECTION 6: POLICY FOR ELLs REGARDING CSAP ACCOMMODATIONS



ACCOMMODATIONS FOR CSAP ASSESSMENT

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

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

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

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

DOCUMENTING ACCOMMODATIONS FOR CSAP

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

Formal plans might include:

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

For ELLs, determining appropriate instructional and assessment accommodations should not pose any particular problems for education teams that follow sound ELA practices. Plan how and when the student will learn to use each new accommodation. Be certain there is ample time to learn to use instructional and assessment accommodations before the state assessment takes place. Educational teams must plan for the ongoing evaluation and improvement of the student's use of accommodations.

CSAP ACCOMMODATION SPECIFICATIONS

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

Accommodations used for CSAP must follow these procedures:

- Accommodations must be based upon **individual** student needs. Accommodations may not be based on a category of English Language Learners or a program-wide basis.
- Accommodations must be determined by an educational **team** who monitor the student’s educational plan. The team must include the student and the student’s parents or guardians at all meetings.
- The common rule that all accommodations should be routinely used in the classroom does not always hold true for English Language Learners. 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 et al., 2008).
- Accommodations must be **documented** to meet the student’s regular assessment need. During the administration of accommodations on the CSAP, the student may be familiar with those accommodations since they may also be used routinely in classroom instruction and assessment.
- Accommodations that do not require documentation on a state assessment must still be documented on the formal learning plan or another school or district document that is the result of a formal meeting and kept in the cumulative record.

Please note:

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

OTHER CSAP ISSUES

Reading and Writing Combined Session

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

SPECIAL CIRCUMSTANCES

Students New to District

If a student moves into the district just prior to the test and no documentation is available about accommodations that had been used in district, school and classroom assessments, the student's former school should be contacted for documentation. If no documentation can be obtained, the school should determine what accommodations are appropriate for the students based on the student's background characteristics. (*See section 4 of this manual*). The student will then be eligible for standard accommodations he/she has received in other assessments on a regular basis prior to the CSAP administration window given they meet the requirements listed in *Sections 6, 7 and 8*.

Students with Short Term Illnesses/Physical Health Issues























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

SECTION 7: LINGUISTIC ACCOMMODATIONS PERMITTED FOR ELLS ON CSAP








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
Read aloud oral script of test directions in English					Yes "Teacher Read Directions"	Group students by language ability for pacing	
Read aloud oral script of test directions in native language					Yes "Teacher Read Directions"	Group students by language ability for pacing	
Read aloud oral script of entire test in English					Yes "Oral Script"	Group students by language ability for pacing	
Read aloud oral script of entire test in native language					Yes "Translated Oral Script"	Group students by language ability for pacing	
Word-to-word dictionary (no definitions; not terms that may invalidate the construct tested)					Yes "Word-to-Word Dictionary"	N/A	N/A
Translated Test Lectura/Escritura Grades 3 and 4 ONLY See page 10			N/A	N/A	N/A	N/A	
CONTINUED ON NEXT PAGE							

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
Allow students to respond orally in English; scribe response					Yes "Scribe"	Individual Administration	
Allow students to respond in writing in native language; translate response to English; transcribe response					No	N/A	
Allow students to respond orally in native language; translate response to English; scribe response					Yes "Scribe"	Individual Administration	
Repeat test items only if used with oral administration script					Yes "Oral Script"	Group students by language ability for pacing	
Repeat test directions					No	N/A	No

IN-DIRECT LINGUISTIC SUPPORT ACCOMMODATIONS ALLOWED ON CSAP

IN-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
Extended timing used					Yes "Extended Timing Used"	N/A	

SECTION 8: ADDITIONAL GUIDELINES FOR ADMINISTERING ACCOMMODATIONS ON CSAP



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

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

Teacher read directions in English

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

Teacher read directions in native language

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

manual); and bubbled on the student data grid. This accommodation should be administered in a separate environment. Teacher read directions in native language are secure materials and must follow security procedures as outlined in the *Assessment Procedures Manual*.

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

Oral presentation (Entire test)/ Oral Scripts

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

Translated oral script (entire test)

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

Note: In the case of translation accommodations, students do not need to be consistently receiving them in the classroom. The common rule that all accommodations should be routinely used in the classroom does not always hold true for English Language Learners. 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 et al., 2008).

Word-to-word dictionaries

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

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

Translated Test Lectura/Escritura Grades 3 and 4 ONLY) See page 10

In order to be eligible for the Lectura/Escritura assessments, a student must be NEP or LEP, AND have had instruction in a language proficiency program less than three years AND have had instruction and assessments in their native language in Reading and Writing this year or last. FEP monitor year 1 or FEP monitor year 2 students may also be eligible for Lectura/Escritura if they are enrolled in a dual immersion bilingual education program AND have had instruction in a language proficiency program less than three years AND have had instruction and assessments in their native language in Reading and Writing this year or last.

Students who do not meet these requirements, must attempt the CSAP or CSAPA with appropriate accommodations. Districts must determine if Lectura/Escritura are the best choices for students OR if taking the English versions of CSAP will increase student access to the content of the assessment. A separate environment is required for the Lectura/Escritura assessment administration.

Scribing Response Accommodations:

- **Allow students to respond orally in English**, scribe response
- **Allow students to respond in writing in native language**, translate response to English, scribe response
- **Allow students to respond orally in native language**, translate response to English, scribe response

Students may respond orally in English, then responses may be scribed for Reading, Writing, Math and Science. Students may respond orally in their native language, responses must be written exactly as they are spoken, translated to English and transcribed into another booklet. Both of these accommodations are documented on the student data grid as "scribe". The person responsible for translating should be bilingual in the native language and reading in speaking, listening, reading and writing.

Students may write responses in their native language, then, responses must be translated to English and transcribed to another book by a test administrator. This accommodation is not documented on the student data grid at this time.

There are specific procedures for these scribed response accommodations.

The scribe must write down what the student says or translate what the student writes word-for-word. For multiple choice items the student must point to or otherwise indicate the response option chosen. The scribe will then bubble that response option.

For constructed response items; in Reading, Math and Science, the student must dictate to the scribe, who will then write the student's response in the test booklet exactly as the student states. The scribe may use proper mechanics and spelling. Once the student has dictated the response the scribe will show the student what was written and the student can make changes.

For constructed response items in Writing, the student must dictate to the scribe, who will then write the student's response word- for-word in the test booklet as one long lowercase statement without punctuation or capitalization; however, the scribe may spell words correctly.

Once the student has dictated the response, the scribe will show the student what has been written and ask the student to indicate where punctuation and capital letters should be placed. At this time the student may also choose to make any changes or additional edits.

Repeat test items (only if used with oral administration script)

Test items may be repeated **ONLY** if directions in the oral administration script are followed. Test items may be repeated in the content areas of Writing, Math and Science. This accommodation is bubbled as "oral script" on the student data grid. Students must be grouped by language ability for pacing. This accommodation must be administered in a separate environment.

Repeat test directions

Test directions may be repeated in Reading, Writing, Math and Science. The test directions must be repeated for the entire administration group when requested by one student. This accommodation is not documented on the student data grid, there are no pacing considerations and a separate environment is not required.

GUIDELINES AND DESCRIPTION OF INDIRECT LINGUISTIC SUPPORT ACCOMMODATIONS FOR CSAP

Extended timing used

Students with a documented accommodation may have additional time beyond the time limits for any session. Extended time is a significant accommodation for large scale assessment and will require careful logistical planning. Considerations should be given to how much extra time is required for different types of questions including multiple choice, constructed response and extended constructed responses. Extended timing used is available for the reading, writing, math and science CSAP. Extended time may require a student's educational team to determine a specific amount of extra time to complete tests. Decisions should be made on a student by student basis. Usually "unlimited" time is not appropriate or feasible. The amount of extra time a student needs should be documented. Students who have too much time may lose interest and motivation to do their best work. This accommodation must be documented in as outlined (*Section 6 of this manual*) and it is bubbled on the student data grid. Students who are

afforded extra time and do not end up using it, **do not** require the data sheet to be coded “extended time used”. This accommodation may be administered to a small group with no more than 15 students with fairly equivalent skills and abilities. This accommodation should be administered in a separate environment. Students who have extra time must not be in class with students completing the regular schedule. Extended time may or may not be administered individually based on the student need.

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

TEACHER TOOL 1

ACCOMMODATIONS FROM THE STUDENT'S PERSPECTIVE

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

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

2. Explain what you do well in this class.

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

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

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

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

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

Class List

Classes

Accommodations

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

TEACHER TOOL 2 ASSESSMENT ACCOMMODATIONS PLAN



Student Information Name: _____ Date of Assessment: _____ Name of Assessment: _____	Information ELA Teacher: _____ School Year: _____ Building/School: _____ General Education Teacher: _____
---	--

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

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

Person responsible for arranging accommodations and due date:

Person Responsible:	Due Date:
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
Comments:	

Room assignment for assessment:

Planners for this process (signatures):

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

TEACHER TOOL 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, he/she can show what they know on the test. A similar form could be carried to class to remind teachers about daily accommodations. Different schools, teachers, and students might format these statements differently. Note that it is the responsibility of the student to list the necessary accommodations and to present this list to the test administrator or teacher.

I,

,
(Student's name)

need the following accommodations to take part in this assessment:

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

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

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

(Student signature)

(Date)

TEACHER TOOL 4

LOGISTICS PLANNING CHECKLIST

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

ACCOMMODATIONS THROUGHOUT THE ACADEMIC YEAR

- | | Y | N | NA |
|---|--------------------------|--------------------------|--------------------------|
| 1. Accommodations are documented | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Student uses accommodations and evaluates use. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PREPARATION FOR TEST DAY

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 4. Test proctors receive a list of accommodation needs for students they will supervise. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Adult supervision is arranged and test administrators receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Trained readers, scribes, and interpreters are arranged for individual students (with substitutes available). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ACCOMMODATIONS ON THE DAY OF THE TEST

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 7. All eligible students receive accommodations as determined by their educational plan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Provision of accommodations are recorded by test administrator. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Substitute providers of accommodations are available as needed (e.g., interpreters, readers, scribes). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CONSIDERATION AFTER THE DAY OF THE TEST

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 10. Students who take make-up tests receive needed accommodations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. 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 ELA teacher or other staff member. Just think how much easier it would be for an education team to decide which accommodations to document (*Refer to Section 6*) if the student came to a meeting with a journal documenting all of these things:

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

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

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

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

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

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



UNIVERSAL DESIGN AND PLAIN LANGUAGE

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

Universal Design is an assessment practice which focuses on:

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

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

- Active voice
- Short sentences
- Common everyday words
- Purposeful graphics-aid in understanding however
- don't lead or distract from an answer
- Easy-to-Read Design Features-white space and headings are cues to what is important

APPENDIX B: ENGLISH LANGUAGE LEARNERS WITH EXCEPTIONAL NEEDS (ELLEN)

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

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

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

For more information on identifying ELLs with disabilities please see the 8-step process at this link: http://www.cde.state.co.us/cdesped/download/pdf/ELL_3Tier.pdf

For questions regarding:

E-mail

Policy and instruction for English Language Learners

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

CSAP accommodations and CSAPA adaptations for English Language Learners

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

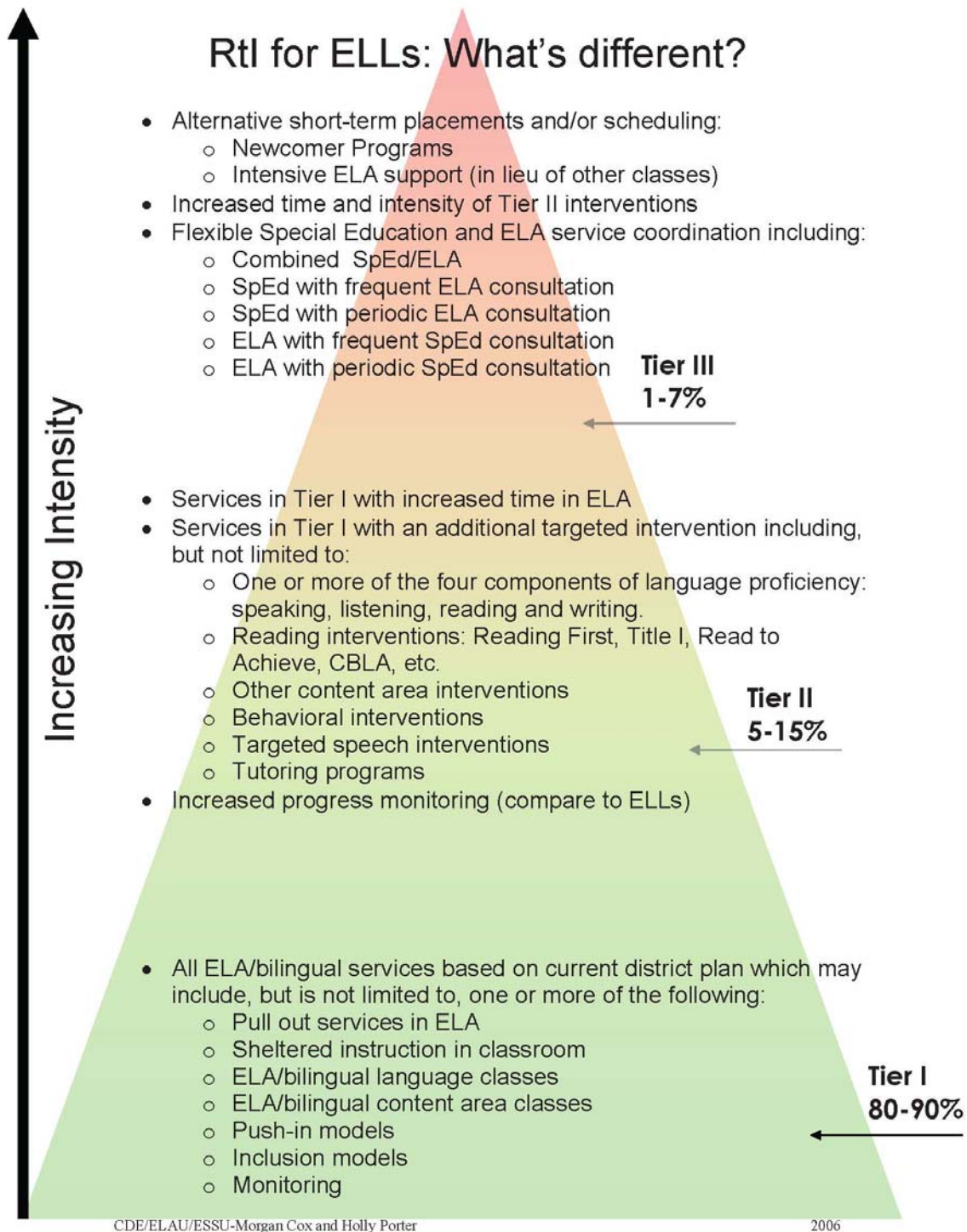
Policy and instruction for students with disabilities

Exceptional Student Leadership Unit
Phone: 303-866-6732

CSAPA, standard and nonstandard accommodations for CSAP

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

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>)					No	N/A	N/A
Shorter sessions with breaks in between					No	N/A	
Test individually administered					No	N/A	
Test administered in small groups					No		
Test-taker provided preferential seating					No	N/A	N/A
Teacher faces test-taker					No	N/A	N/A
Test administered with minimal distractions					No	N/A	N/A
Person familiar to test-taker or ESL/bilingual teacher administers the test					No	N/A	N/A
Test administered in familiar room or in ESL/Bilingual classroom					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 assessment 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 assessment 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 assessment 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

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 and/or CELApro. In these cases, the District Assessment Coordinator in cooperation with the Special Education 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 “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 or CELApro:

- the invalidation code, “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 AYO 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**,
- the use of the accommodation in instruction must be documented in the student’s IEP and/or 504, 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 and no later than December 15th.
- all questions on the request form must be answered in order for the application to be considered.

Be sure to sign the form and fax it to Dena Coggins at 303-866-6680. Responses will be sent via email. Remember to 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.*

FAX



To: Dena Coggins, Sr. Consultant From

Fax: (303) 866-6680 Pages: 4

Phone: Date

: : Re: Nonstandard Accommodations CC:

Please use this fax page with the following pages to return to me. Please include your name in the From: section above as well as your Phone:

Thank you,

Dena Coggins

Senior Consultant

Unit of Student Assessment

Colorado Department of Education

USA USE ONLY- RECEIVED (DATE) ____/____/____

Confidentiality Statement:

This message is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential, medical and exempt from disclosure applicable law. If the reader of this message is not the intended recipient or the employee or the agent responsible for delivering the message to the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify me immediately by telephone and return the original message to me at the above address. Thank you.

Nonstandard Accommodation Request Form



(To Be Submitted by the District Assessment Coordinator Only)

Date of Request (MM/DD/YY): ____/____/____08 [Due Date 12/15/08]

District Name: _____

DAC Name: _____

Email: _____

Phone Number: _____

Student Name: Last _____ **First** _____ **MI** _____

SASID: _____

Grade: _____ **School:** _____

Primary Disability _____

Was an application submitted for this student last year: _____

*Information on nonstandard accommodations may be found in the Colorado Accommodations Manual on pages 40-41.

1. Assessment needed for (Check one or more content areas):

CSAP: Reading____, Writing____, Mathematics____, Science____

CELApro: Speaking____, Listening____, Reading____, Writing____

2. Official document of record for this nonstandard accommodation is:

IEP____ 504____

3. Accommodation category/categories:

____Presentation

____Response

____Setting

____Timing

4. Describe in detail the researched based nonstandard accommodation you are requesting:

5. How has this accommodation been used for instruction and for classroom/district assessments?

- 6. How will the approval of this nonstandard accommodation provide the student access in the presentation or response mode of the assessment?**
- 7. Explain how the requested nonstandard accommodation will not invalidate the construct being measured (Example: the CSAP reading assessment assesses reading comprehension if the student had the reading portion read to him it would invalidate the construct being measured; reading comprehension.)**
- 8. Please provide data and additional information (for example: progress monitoring reports, classroom assessments showing the accommodation being used, teacher reports on goals etc) that will assist in determining approval of the requested non-standard accommodation:**

DAC Signature SPED Director Signature

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