

Section 8: Accommodations Fact Sheets for English Learners (ELs)

Fact Sheet EL-1

Detailed Documentation for EL Accommodations Permitted on State Content Assessments

This Fact Sheet should be used by the EL committee when selecting and documenting accommodations on each English learner's EL Plan. It contains detailed information on each accommodation allowed for ELs during instruction and assessment, the ELs for which the accommodation is appropriate, and the administration directions and/or requirements for testing.

Accommodations Conditions




Notations in the columns on the following pages indicate the conditions under which each type of accommodation may be provided. These conditions are defined as:

1. Instruction: Use in Instruction (I) — the accommodation is applicable to instructional situations;
2. Assessment: Standard Administration (A) — the accommodation described is permitted for assessment and results in a standard administration of the assessment; or
3. Not Applicable (N/A) — the accommodation is not applicable to a testing situation.

Accommodations Code



Each accommodation is assigned a code for use in data capture and analysis. The code will be listed with a number followed by a letter and then the title of the accommodation. For example, 1-F: Human Reader or Audio Recording for Verbatim Reading of Entire Test. The current coding system used for EL accommodations has been updated; however, to ensure continuity with data collecting in previous years, the older coding system is used. Thus, the accommodations codes for ELs in Section 8 are not always sequential and/or may contain gaps.

Table Key

| | |
|---|---|
|  | Accommodation may be appropriate for use by ELs at this English language proficiency level. |
|  | Accommodation is recommended for use by ELs at this English language proficiency level. |
|  | Not allowed for students at this ELP level. |

Refer to Section 7/Step 4: *Guidance for Individualizing EL Accommodation Selection* for an in-depth explanation of accommodations appropriate for ELs based on their English language proficiency.

Section 8

| Accommodation | Accommodations based on Overall English Language Proficiency Levels | | | Guidance for Selecting Accommodation | Administration Directions/Requirements | Conditions for Use in Instruction and Assessment |
|--|---|---|---|---|--|--|
| | 1 and 2 | 3 and 4 | 5 | | | |
| <p>1-F: Human Reader or Audio Recording for Verbatim Reading of Entire Test</p> <p>Permitted for EL only</p> <p><i>Accommodation 1-F was previously labeled with the term, "Human Reader, Audio, or Compact Disk-Recording for Verbatim Reading of the Entire Test."</i></p> |  |  | | <p>This accommodation is intended for ELs who are unable to decode or fluently read English text due to lack of exposure to the English language. It may be appropriate for those ELs who meet one or more of the following criteria.</p> <ol style="list-style-type: none"> A student may receive this accommodation if his/her ELPA proficiency level is 2 or lower on the reading and writing subtests. Students (above the age of 7) who have missed six (6) months or more of formal schooling prior to enrollment in a US school can be counted as having experienced interrupted schooling as documented via parent reporting or on registration forms. The student has little or no literacy in his or her native language. <p>Use of the verbatim reading accommodation is permitted on all assessments as a standard accommodation, with the exception of:</p> <ul style="list-style-type: none"> The Maryland School Assessment (MSA) in reading, grade 3 ONLY. The grade 3 reading MSA assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary reading material) and will not receive a sub-score for standard 1, general reading processes. | <p>Human Reader: A qualified person (as defined by the Coordination TACM¹) may be provided to read orally to students who require the 1-F accommodation. Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for human readers to read test items/questions and text word-for-word exactly as written. Human readers may not clarify, elaborate, or provide assistance to students. Human readers need to be familiar with the terminology and symbols specific to the content. This is especially important for mathematics and science. Graphic materials must be read according to the guidelines indicated in the TACM or Examiner's Manual for the specific assessment to ensure standardization of the assessment. Only print labels on graphics can be read, as other features of the graphic would require description and would lead to interpretation on the part of the reader and invalidate the skills being assessed. In addition, the human reader must follow the scripting rules indicated in the verbatim reading style guide.</p> <p>A student should have the option of asking a reader to slow down or repeat text. This is difficult when a person is reading to an entire group of students. However, verbatim reading to a group of students is permitted in testing if the accommodation is provided on that basis during regular ongoing instruction. No more than five students may be grouped together for reading tests aloud by a human reader, since students typically proceed through the test at different rates. Students grouped together must be assigned the same test form.</p> <p>1-F Human Reader: For current online assessments, this type of verbatim reading accommodation may be implemented by having the accommodator read either from the paper and pencil test edition or from the computerized online test.</p> <p>1-F Audio Recording: For current online assessments, this type of verbatim reading accommodation may be implemented by using the "audio test," in which digital audio files of a recorded human reader are embedded in the computer-delivered test. Each student taking the Audio Test will need headphones.</p> <p>Refer to Appendix J for additional requirements and procedures for providing the verbatim reading accommodation. In addition, human readers must refer to the Verbatim Reading Style Guide, which is posted in the LAC and STC folders on DocuShare in each assessment folder.</p> | I, A |

¹ Additional information is available in the Test Administration Coordination Manual provided to each school test coordinator by the Maryland State Department of Education for each State assessment.



| Accommodation | Accommodations based on Overall English Language Proficiency Levels | | | Guidance for Selecting Accommodation | Administration Directions/Requirements | Conditions for Use in Instruction and Assessment |
|--|---|---------|---|--|--|--|
| | 1 and 2 | 3 and 4 | 5 | | | |
| <p>1-G: Human Reader or Audio Recording for Verbatim Reading of Selected Sections of Test</p> <p>Permitted for EL only</p> <p><i>Accommodation 1-G was previously labeled with the term, "Human Reader, Audio, or Compact Disk-Recording for Verbatim Reading of Selected Sections of Test."</i></p> | ○ | ● | ● | <p>This accommodation is appropriate for ELs with overall English proficiency level of intermediate or above. While the EL may not need assistance with the entire test (as given in 1-F), the EL is allowed to request that specific words, phrases, or sections of the test be read aloud.</p> <p>Use of the verbatim reading accommodation is permitted on all assessments as a standard accommodation, with the exception of:</p> <ul style="list-style-type: none"> • The Maryland School Assessment (MSA) in reading, grade 3 ONLY. The grade 3 reading MSA assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary reading material) but will not receive a sub-score for standard 1, general reading processes. | <p>Currently, if students are testing online and using the audio test version of State assessments, the 1-G accommodation cannot be implemented because the student does not have sufficient control over which portions of the test are read aloud.</p> <p>A test examiner or an accommodator may not read the entire test to a student who receives this accommodation</p> <p>Refer to Appendix J for additional requirements and procedures for providing the verbatim reading accommodation. In addition, human readers must refer to the Verbatim Reading Style Guide, which is posted in the LAC and STC folders on DocuShare in each assessment folder.</p> | I, A |

Section 8

| Accommodation | Accommodations based on Overall English Language Proficiency Levels | | | Guidance for Selecting Accommodation | Administration Directions/Requirements | Conditions for Use in Instruction and Assessment |
|--|---|---------|---|--|--|--|
| | 1 and 2 | 3 and 4 | 5 | | | |
| <p>1-L: Text to Speech Software for Verbatim Reading of Entire Test</p> <p>Computer literacy is essential for text to speech software application use. Text to speech software allows students to listen to text as it is displayed on a computer screen.</p> <p>Permitted for EL only</p> <p><i>Accommodation 1-L was previously labeled 1-M with the term "Screen Reader for Verbatim Reading of the Entire Test."</i></p> | ○ | ● | | <p>Text to speech is a software application that converts text to synthesized speech. The software allows for adjustable voice, speech, volume, and speed of the speech output. Text displayed can be enlarged and highlighted as it is read. Most text to speech software allows for reading and study skills support as well, such as voice/sticky notes, study skill toolbars, notes extraction, word prediction, etc. Some will read web pages and other digital formats.</p> <p>This accommodation is intended for ELs who are unable to decode or fluently read English text due to lack of exposure to the English language. It may be appropriate for those ELs who meet one or more of the following criteria.</p> <ol style="list-style-type: none"> 1. A student may receive this accommodation if his/her ELPA proficiency level is 2 or lower on the reading and writing subtests. 2. Students (above the age of 7) who have missed six (6) months or more of formal schooling prior to enrollment in a US school can be counted as having experienced interrupted schooling as documented via parent reporting or on registration forms. 3. The student has little or no literacy in his or her native language. <p>Use of the verbatim reading accommodation is permitted on all assessments as a standard accommodation, with the exception of:</p> <ul style="list-style-type: none"> • The Maryland School Assessment (MSA) in reading, grade 3 ONLY. The grade 3 reading MSA assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary reading material) but will not receive a sub-score for standard 1, general reading processes. | <p>Any text to speech software may be used for instruction, but the only text to speech software currently allowed and supported by the State for assessment is the Kurzweil™ 3000. In order for students to use the Kurzweil™ 3000 text to speech software for testing, students must have used this text to speech software in instruction and have had an opportunity to become familiar with the operation of the Kurzweil™ 3000 interface. Although a human reader is always permissible to deliver a verbatim reading accommodation, the State encourages the use of text to speech software on state testing to promote standardization of the verbatim reading accommodation.</p> <p>Please note that the online audio tests are classified as 1-F because the computerized online test edition does not currently have text to speech functionality and simply provides an audio recording of a standardized reading by a human reader.</p> <p>For State testing, Kurzweil CDs must be signed out, collected, and kept in a secure location as indicated in the TACM for each assessment.</p> | I, A |

| Accommodation | Accommodations based on Overall English Language Proficiency Levels | | | Guidance for Selecting Accommodation | Administration Directions/Requirements | Conditions for Use in Instruction and Assessment |
|---|---|----------------------------------|----------------------------------|--|--|--|
| | 1 and 2 | 3 and 4 | 5 | | | |
| <p>Accommodation</p> <p>1-M: Text to Speech Software for Verbatim Reading of Selected Sections of Test</p> <p>Computer literacy is essential for text to speech software application use. Text to speech software allows students to listen to text as it is displayed on a computer screen.</p> <p>Permitted for EL only</p> <p><i>Accommodation 1-M was previously labeled 1-N with the term "Screen Reader for Verbatim Reading for Selected Sections of the Test."</i></p> | <input type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <p>This accommodation is appropriate for ELs with overall English proficiency level of intermediate or above. While the EL may not need assistance with the entire test (as given in 1-F and 1-L), the EL is allowed to request that specific words, phrases, or sections of the test be read aloud.</p> | <p>For current State assessments, if students are testing online and using the Kurzweil test version, the 1-M accommodation cannot be implemented because the student does not have sufficient control over which portions of the test are read aloud; therefore, the 1-G accommodation will need to be used.</p> | I, N/A |
| <p>2-A: Scribe</p> <p>Permitted for EL only</p> | <input type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <p>This accommodation is intended for ELs who are unable to write in English due to lack of exposure to the English language. It may be appropriate for those ELs who meet one or more of the following criteria.</p> <ol style="list-style-type: none"> 1. A student may receive this accommodation if his/her ELPA proficiency level is 2 or lower on the reading and writing subtests. 2. Students (above the age of 7) who have missed six (6) months or more of formal schooling prior to enrollment in a US school can be counted as having experienced interrupted schooling as documented via parent reporting or on registration forms. 3. The student has little or no literacy in his or her native language. <p>The scribe for a student should be someone who is familiar with the student's accent or means of expressive language and will recognize the words a student is saying without writing down unusual phonetic spellings.</p> | <p>Much skill is involved in being a scribe, a skill that requires extensive practice. A scribe may not edit or alter student work in any way and must record word-for-word exactly what the student has dictated. Scribes must allow the student to review and edit what the scribe has written. Individuals who serve as a scribe must assure that he or she knows the vocabulary involved and understands the boundaries of the assistance to be provided. The role of the scribe is to write what is dictated — no more and no less. The scribe accommodation must be administered in a one-to-one setting so that other students are not able to hear the accommodated student's response. Refer to Appendix I for additional requirements and procedures for a scribe.</p> <p>For students taking a paper test, the student dictates each response directly to the scribe, who in turn records the response directly into the student's test book/answer sheet.</p> <p>For the online assessments, the scribe accommodation may be implemented in one of two ways, depending on which way best meets the needs of the particular student: (1) the scribe may write in the paper-and-pencil test edition test book/answer sheet, or (2) the scribe may enter student responses directly into the computer using the online test edition. For both paper and online testing, a student may or may not require a scribe to mark/select his or her selected response choices.</p> | I, A |


Section 8

| Accommodation | Accommodations based on Overall English Language Proficiency Levels | | | Guidance for Selecting Accommodation | Administration Directions/Requirements | Conditions for Use in Instruction and Assessment |
|---|---|----------------------------------|-----------------------|--|---|--|
| | 1 and 2 | 3 and 4 | 5 | | | |
| <p>2-G: Respond on Test Book</p> <p>Permitted for EL only</p> <p><i>Accommodation 2-G was previously labeled with the term "Respond on Test Booklet."</i></p> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <p>This accommodation allows a student to write directly in a test book rather than on an answer sheet (e.g., scannable "bubble" sheet). Students who do not have much experience with test-taking (and filling in circles) may need the option of writing their responses in another format.</p> | <p>For State assessments, an eligible test examiner or a staff member working under the direct supervision of an eligible test examiner must transcribe the student's responses into a regular answer book.</p> <p>This accommodation allows the test-taker to indicate responses directly in the test book and have a certified test examiner transfer the responses to the regular answer document after the student has completed the test. Many paper-based State tests now include a combined test/answer book on which all students will record their responses.</p> <p>For students taking the MSA and/or MSA Science, those tests no longer have a separate answer document. Only HSA/Mod-HSA has a separate answer sheet.</p>  This accommodation does not apply to online testing. | I, A |
| <p>2-H: Monitor Test Response</p> <p>Permitted for EL only</p> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <p>This accommodation is to ensure that the student is marking the answer for the problem the student intends to answer. For example, a student may accidentally put two answers for one problem on the same line or accidentally skip a question. Students who are able to use bubbled answer sheets may benefit from having an adult simply monitor the placement of their responses to ensure that they are actually responding to the intended question.</p> | <p>For State assessments, the test examiner or assigned accommodator monitors proper placement of student responses on a test book/answer sheet. The test examiner or assigned accommodator cannot assist the student with changing a response to the correct answer.</p>  This accommodation does not apply to online testing. | I, A |
| <p>2-M: Graphic Organizer</p> <p>Permitted for EL only</p> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <p>Graphic organizers help students arrange information into patterns in order to organize their work and stay focused on the content. Graphic organizers are especially helpful for writing reports and essays, sequencing information, and recalling or retrieving information. Semantic mapping software is now available to enable students to understand a narrative story or writing elements through graphics.</p> <p>Graphic organizers are visual representations of a text or a topic. Organizers provide steps or frames for students to identify pertinent facts, to organize information, and to record relationships between facts and ideas within a learning task. Organizers offer an entry point into complex material for visual learners to increase comprehension and retention. Graphic organizers have many names</p> | <p>For State assessments, graphic organizers must be in the form of a hand-out for a particular student's use only; it may not be accessible to other students.</p> <p>Graphic organizers should be generic without labels, cues, or instructions. If labels or cues are used, they should not compromise content knowledge based on assessment limits or be a teaching tool, but should offer an entry point into complex material for learners.</p> | I, A |

| Accommodation | Accommodations based on Overall English Language Proficiency Levels | | | | Guidance for Selecting Accommodation | Administration Directions/Requirements | Conditions for Use in Instruction and Assessment |
|---|---|---------|---|------|---|---|--|
| | 1 and 2 | 3 and 4 | 5 | RELS | | | |
| | | | | | including visual maps, mind mapping, knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams. The purpose is to aid memory/retrieval when higher thought processes are involved (e.g., retrieval cues to make a data instrument, such as a box and whisker plot, on a graphic calculator in a data problem that requires answering questions around central tendency). The cues used should be dependent on prior content knowledge or prior calculator use and should not be a teaching tool, but a retrieving accommodation. | When students test online, only hard-copy graphic organizers may be used since the online testing platform system does not provide electronic graphic organizers. | I, A |
| 2-Q: Use of published word-to-word bilingual dictionary Permitted for EL and REL | | | | | Most appropriate for students who have an intermediate or more advanced level of English language proficiency and have literacy skills in the native language. | For State Assessments, electronic bilingual dictionaries are not allowed; however, they can be used during instruction. | I, A |
| 3-A: Extended time Permitted for EL and REL | | | | | ELs may require extended time beyond what is allotted to their native English-speaking classmates. Extended time may require a student's EL committee to determine a fairly specific amount of extra time to complete assignments, projects, and tests. For example, a particular student may customarily receive time and one half. This means that a student is allowed 90 minutes to take a test that normally has a 60-minute limit. Decisions regarding extended time must be made on a case-by-case basis, keeping in mind the type of accommodations being provided and the type of assignments, tests, and activities. Usually "unlimited" time is not appropriate or feasible. Sometimes students who require extended time end up not needing it because of the reduction in anxiety just knowing that plenty of time is available. Students who have too much time may lose interest and motivation to do their best work. | The extended time accommodation must be given in one continuous block of time. The student with extended time cannot be told to close the book at the end of the standard session testing time and then be brought back to that session at a later time to complete the extended time accommodation. Special attention must be considered when arranging testing groups to ensure that students without the extended time accommodation do not receive more than the specified testing time stated in the Examiner's Manual for each assessment. Extended time is used for each session/part of an administrated test. Test examiners may not extend a testing session over multiple days. If a student is unable to complete multiple test sessions/parts in one day due to the amount of extended time required, then the multiple-day accommodation may be appropriate for the student. If a student has extended time documented on his/her EL Plan and the "extended time" exceeds the testing session, once the student completes the "session/part" the test examiner can move on to the next session/ | I, A |

Section 8




| Accommodation | Accommodations based on Overall English Language Proficiency Levels | | | | Guidance for Selecting Accommodation | Administration Directions/Requirements | Conditions for Use in Instruction and Assessment |
|--|---|-----------------------|-----------------------|-----------------------|---|---|--|
| | 1 and 2 | 3 and 4 | 5 | RELS | | | |
| | | | | | <p>Teacher and test examiners must make certain that the extended time accommodation is selected when other accommodations such as human reader, text to speech software, or scribe, which may increase the time needed for the student to respond are chosen.</p> <p>If a student's EL Plan does not specify the amount of extended time given to a student during an assessment, then the test examiner should work with the school test coordinator to ensure that parameters are established ahead of testing. For example, once the student closes the test book, this is the test examiner's cue that the student has completed the session. When administering the extended time during state assessments, it is imperative for the school test coordinator to carefully plan ahead of time in order to be prepared to administer the assessment.</p> <p>Refer to Appendix K: Guidance for Selecting, Training, and Administering the Extended Time Accommodation for additional information regarding the 3-A accommodation.</p> | | |
| 3-B: Multiple or Frequent Breaks Permitted for EL and REL | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <p>ELs may require more breaks beyond what is provided to their native English-speaking classmates.</p> <p>Breaks are allowed and may be given at predetermined intervals or after completion of assignments, tests, or activities.</p> | <p>Sometimes test books are divided into shorter sections so that students can take a break between sections of a test (sometimes referred to as "short segment test books"). If the length of a break is predetermined, a timer might be used to signal the end of the break. Breaks during testing must be supervised in order to maintain test security.</p> | I, A |
| 3-C: Change Schedule or Order of Activities – Extended Over Multiple Days Permitted for EL only | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <p>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. Students are allowed to complete activities and take tests over multiple days—completing a portion each day. This is usually done to reduce fatigue.</p> | <p>When implementing this accommodation for testing, test examiners, STCs, and LACs must take appropriate precautions to ensure that security of test items is not compromised and that students are not permitted to return to a test section which was completed on a previous day. State assessments are usually composed of several blocks of items called "sessions or parts." If a test extends over multiple days, the student is not allowed to extend a single session over multiple days. The test, therefore, must be distributed such that any given session is completed within one day.</p> | I, A |

| Accommodation | Accommodations based on Overall English Language Proficiency Levels | | | | Guidance for Selecting Accommodation | Administration Directions/Requirements | Conditions for Use in Instruction and Assessment |
|--|---|-----------------------|-----------------------|-----------------------|---|---|--|
| | 1 and 2 | 3 and 4 | 5 | RELS | | | |
| 3-D: Change Schedule or Order of Activities – Within One Day Permitted for EL and REL | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 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. | <p>Accommodation 3-C is not permitted for the High School Assessments unless justified in writing by the school and specifically approved by both the Local School System and the MSDE. Refer to <i>Tool SWD-7 in Section 6 for more information.</i></p> <p>When implementing this accommodation for testing, test examiners, STCs, and LACs must take appropriate precautions to ensure that security of test items is not compromised and that students are not permitted to return to a test session/part which was completed during a previous portion of the testing day.</p>  <p>Students who require accommodation 3-D must take the paper-and-pencil test edition, as this accommodation is not feasible using the current online test delivery system.</p> | I, A |
| 4-A: Reduce Distractions to the Student Permitted for EL and REL | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | A setting accommodation to reduce distractions would allow a student to do individual work or take tests in a different location, usually in a place with few or no other students. Changes may also be made to a student's location within a room. | <p>A student who is easily distracted may not want to sit near windows, doors, or pencil sharpeners. Sitting near the teacher's desk or in the front of a classroom may be helpful for some students. Sitting close to the speaker and away from background noises may be helpful. Physically enclosed classrooms (classrooms with four walls) may be more appropriate than open classrooms, and study carrels might also be helpful for students who are easily distracted. Some students concentrate best while wearing noise buffers such as earphones, earplugs, or headphones. ELs may need to have assessments administered by their regular ESOL teacher in order to maximize language comprehensibility.</p> | I, A |
| 4-B: Reduce Distractions to Other Students Permitted for EL only | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | A setting accommodation should be considered for students receiving human reader, scribe, or other accommodations that may distract other students in the classroom or testing situation. | | I, A |

Section 8

| Accommodation | Accommodations based on Overall English Language Proficiency Levels | | | Guidance for Selecting Accommodation | Administration Directions/Requirements | Conditions for Use in Instruction and Assessment |
|--|---|---------|---|---|--|---|
| | 1 and 2 | 3 and 4 | 5 | | | |
| 5-A: Unique <i>Accommodation 5-A was previously labeled 1-R, 2-O, 3-E, and 4-E with the term "Other."</i> | | | | Unique accommodations not specifically mentioned above may be used for instruction. | Unique accommodations used for state assessments must be approved by the MSDE's Division of Accountability, Assessment and Data Systems and the MSDE's Division of Instruction, Instructional Programs/EL Title III staff, or other appropriate State staff. The unique accommodation must be submitted to the MSDE by the LAC at least six weeks prior to testing to ensure a final MSDE response is received before testing begins. Refer to Appendix E for the form. | Determined on a case-by-case basis in consultation with the MSDE. |

Table Key

| | |
|--|---|
|  | Accommodation may be appropriate for use by ELs at this English language proficiency level. |
|  | Accommodation is recommended for use by ELs at this English language proficiency level. |
|  | Not allowed for students at this ELP level. |

Refer to Section 7/Step 4: *Guidance for Individualizing EL Accommodation Selection* for an in-depth explanation of accommodations appropriate for ELs based on their English language proficiency.

Fact Sheet EL-2

Sample Strategies for Differentiated Instruction and Accommodations Permitted on State Content Assessments

The purpose of this chart is to demonstrate the parallel between differentiated instructional strategies for English learners and allowable state content assessment accommodations for ELs. The chart includes a sample of essential strategies recommended for providing differentiated instruction for English learners across all content areas. This document may be useful in guiding the discussions of the EL committee to determine the instructional differentiation that relates to the applicable accommodations for school-based and county- and state-mandated assessments.

| Category | Strategies for Differentiated Instruction | State Testing Permitted Accommodations* |
|---|---|--|
| Direct Linguistic Support in English: Oral/Written | <ul style="list-style-type: none"> • Provide ample repetition of language and tasks: repeat, restate, rephrase, review, and reread • Keep explanations and directions brief and concise—focus on key concepts and vocabulary • Highlight and explicitly teach key vocabulary needed to accomplish the assigned task • Enhance oral presentations with nonverbal (e.g., visual) and written support, graphic organizers, and modeling • Allow students time to check and discuss understanding of directions and material with peers • Present material through multiple, diverse modes, using audiovisual and other technology (e.g., audio-books) • Introduce and develop new vocabulary by using visual aids • Use of electronic devices to present content to students • Allow ongoing use of bilingual dictionaries during reading and writing assignments in order to clarify meaning when possible • Use leveled texts or adapt texts by shortening or simplifying language to make the content more accessible • Use technology and multimedia (e.g., software such as Inspiration, books on tape, etc.) and graphic organizers | <ul style="list-style-type: none"> • Human reader or audio recording for verbatim reading of entire test • Human reader or audio recording for verbatim reading of selected sections of test • Text to speech software for verbatim reading of entire test • Scribe • Published word-to-word bilingual dictionary |

*Additional accommodations may be provided for ELs with IEPs or 504 Plans.

| Category | Strategies for Differentiated Instruction | State Testing Permitted Accommodations* |
|--|---|---|
| <p>Direct Linguistic Support in English: Oral/Written (continued)</p> | <ul style="list-style-type: none"> • Encourage and allow for nonverbal responses such as pointing, nodding, pictures, manipulatives, and graphic organizers • Adjust expectations for language output (e.g., student speaks in isolated words and phrases, simple present tense statements) • Allow shortened responses • Require fewer assignments (focus on the quality of a reduced number of instructional objectives) • Pair ELs with strong speakers and writers (buddies) • Encourage “buddies” to take a dictated response during pair work • Request oral explanations of concepts that ELs can better express orally than in writing • Allow ELs to dictate responses into a tape player as evidence of completion of assigned written work | |
| <p>Indirect Linguistic Support/Test Administration Practices</p> | <ul style="list-style-type: none"> • Chunk instruction into shorter segments to allow for monitored breaks • Expand assignments over a longer period • Extend wait time for oral and written participation and responses • Plan most challenging tasks and subjects earlier in the day or period — or other best time for student • Seat EL close to speaker, screen, or reader • Dedicate support staff to work with EL in addition to classroom teacher • Provide small-group instruction • Pair or group EL with “buddies” who will assist with modeling and explaining tasks • Work one-on-one with student | <ul style="list-style-type: none"> • Respond on test book • Monitor test response • Graphic organizer • Multiple or frequent breaks • Change schedule or order of activities — extend over multiple days (with LAC and MSDE approval for the HSA/Mod-HSA only) • Extended Time • Change schedule or order of activities — within one day • Reduce distractions to student • Reduce distractions to other students |

*Additional accommodations may be provided for ELs with IEPs or 504 Plans.