
Section 8: Accommodations Fact Sheets for English Language Learners (ELLs)

Fact Sheet ELL-1

Presentation Accommodations

NOTE: Fact Sheet ELL-1 is the corresponding document for ELL students to Fact Sheet SWD-1 (Section 5) for SWD. If a student is both ELL and SWD, the accommodations should be identified through the IEP process, using the Fact Sheets in Section 5 of the MAM.

What are Presentation Accommodations?

Presentation accommodations allow students to access instruction and assessments in ways that do not require them to visually read standard print. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations.

Who Can Benefit from Presentation Accommodations?

Students who benefit most from presentation accommodations are those students whose ability to decode written English is limited due to lack of exposure to the English language.

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.

Asterisks (*) are used to indicate restrictions on the use of the accommodation for particular assessments (see footnotes for explanations for each assessment impacted).

Accommodations Codes

Each accommodation is assigned a code for use in data capture and analysis. The accommodations codes for ELL students in Section 8 are not always sequential (i.e., there are gaps in the code numbering), due to the fact that not all accommodations are allowable for ELL students.

Auditory Presentation Accommodations	Conditions for Use In Instruction and Assessment
<p>1-F: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Entire Test</p> <p>Human Reader: A qualified person may be provided to read orally to students who are unable to decode English text. This accommodation may be appropriate for those ELL students who meet one or more of the following criteria: (1) the student has had one or more instances of interruption in schooling of 6 months or more in a block as documented via parent reporting or on registration forms, (2) the student has little or no literacy in his or her native language, and/or (3) the student is significantly behind (i.e., the student has an ELPT proficiency level of 2 or lower on the Reading and writing sections) in the ability to decode grade-level text in English.</p> <p>Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read test items/questions and text word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to students. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school Mathematics and Science. Graphic materials may be described, but should also be made available in print or tactile formats. Best practices typically call for readers to be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. This 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 to the student on that basis during regular ongoing instruction.</p> <p>Audio tape or Compact Disk Recording: Written tests and instructional materials are prerecorded on an audio cassette or compact disk that a student accesses by listening. Classroom directions, assignments, and lectures could also be recorded. When taping lectures, students should sit near the front of the classroom, use a small microphone, and tape only parts of the class that can clearly be replayed (e.g., turn the tape recorder off during small group discussions). Advantages include ease of operation and low costs. The greatest difficulty with an audio cassette is rewinding if a student wants to repeat material. This is not as difficult with a CD that can be programmed. Audio versions of tests and other written materials need to be supplemented with a print or Braille version of the text so that a student can have access to complicated graphic material. When using a two-sided cassette tape, students may need to be reminded to play the other side. Spot check audio formats before use to make sure everything is working properly. Copyright issues may need to be addressed. Audiotapes and CDs must be signed out, collected, and kept in a secure location.</p> <p>NOTE: For online tests, the verbatim Reading accommodation 1-F may be implemented by having the accommodator read either from the paper-and-pencil test edition, or from the computerized online test edition. Another alternative is to have the test administrator set up an “audio test,” in which embedded “WAV files” of a recorded human reader are embedded in the computer-delivered test.</p>	<p>I, A*</p>

* Use of the verbatim Reading accommodation is permitted on all assessments as a standard accommodation, with the exception of

- (1) the Maryland School Assessment (MSA) in Reading, grade 3 ONLY, which 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 score for standard 1, general Reading processes;
- (2) the Maryland Functional Reading Test and
- (3) the ELPT. This accommodation is not permitted for students classified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student’s IEP.

Fact Sheet ELL-1 (continued)

Auditory Presentation Accommodations <i>(continued)</i>	Conditions for Use In Instruction and Assessment
<p>1-G: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Selected Sections of Test (See previous accommodation for explanation.)</p>	I, A*
<p>1-K: Recorded Books Recorded Books are produced on tape or CD and can be borrowed from libraries or purchased from bookstores. Many online bookstores also carry recorded books, making access even easier. Some of the tapes contain the full book and some are abridged (e.g., Reader's Digest version). These tapes play on standard cassette or CD players. Tapes or CDs for children often include a book for following along. Students who can see print may want to get a print copy of a taped book to follow along.</p>	I, N/A
Multi-Sensory Presentation Accommodations	
<p>1-L: Video Tape Many books have been made into movies, giving students a visual and auditory way to access literature. Videotapes are now often closed-captioned. Captions are visible when activated by a decoder. Built in decoders are required on all 13-inch or larger television sets.</p> <p>NOTE: No Maryland assessments currently incorporate video-taped stimulus materials. However, if video tape is used, students must have access to closed captioning on video materials, as appropriate.</p>	I, N/A
<p>1-M: Screen Reader for Verbatim Reading of Entire Test A screen reader is a computer application that converts text to synthesized speech to Braille (read with an auxiliary Braille display). Computer literacy is essential for screen reader use. Screen Reading software allows students to listen to text as it is displayed on a computer screen. Students can choose to listen to any text multiple times. Some products work by having a student lay a page on a scanner. When a student activates the machine, it reads the text aloud using an optical character recognition (OCR) system. Mathematics formulas are sometimes displayed on the screen as graphics that cannot be read by a screen reader.</p> <p>NOTE: For online assessments, the verbatim Reading accommodation 1-M must be implemented by providing the student with the Kurzweil™ 3000 test edition. The computerized online test edition does not currently have screen reader capability.</p>	I, A*

* This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP. Use of the verbatim Reading accommodation is permitted on all assessments as a standard accommodation, with the exception of

- (1) the Maryland School Assessment (MSA) in Reading, grade 3 ONLY, which 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 score for standard 1, general Reading processes, and
- (2) the Maryland Functional Reading Test.

Any screen reader may be used for instruction, but the only screen reader currently supported by the State for assessment is the Kurzweil™ 3000. In order for students to use the Kurzweil™ 3000 screen reader for testing, students must have used a screen reader 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 screen readers on state testing, to promote standardization of the verbatim Reading accommodation.

Fact Sheet ELL-1 (continued)

Multi-Sensory Presentation Accommodations (continued)	Conditions for Use In Instruction and Assessment
<p>1-N: Screen Reader for Verbatim Reading of Selected Sections of Test (See previous accommodation for explanation.)</p>	I, A*
<p>1-P: Notes, Outlines, and Assessments Written notes may be taken by another student and copied. A teacher could provide a print copy of instructions and assignments. Students could also be given a detailed outline of the material to be covered during the class period and an outline of material to be covered (syllabus) at the beginning of each grading period.</p>	I, N/A
<p>1-Q: Talking Materials Many classroom materials are now available with auditory components. These talking materials include calculators, “talking” clocks, thermometers, timers, and voltmeters. When selecting this accommodation, care should be taken to ensure that other appropriate accommodations such as setting (to minimize distraction to other students) or timing are also selected.</p>	I, N/A
Other Presentation Accommodations	
<p>1-R: Other Other accommodations not specifically mentioned above may be proposed by the Local Accountability Coordinator, or ESOL Staff. Other accommodations must be approved by MSDE’s Division of Accountability and Assessment, and ESOL staff. NOTE: Accommodations related to English Language Proficiency are not permitted for use on the English Language Proficiency Test (ELPT).</p>	Determined on a case-by-case basis in consultation with MSDE

* This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student’s IEP. Use of the verbatim Reading accommodation is permitted on all assessments as a standard accommodation, with the exception of

- (1) the Maryland School Assessment (MSA) in Reading, grade 3 ONLY, which 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 score for standard 1, general Reading processes, and
- (2) the Maryland Functional Reading Test.

Any screen reader may be used for instruction, but the only screen reader currently supported by the State for assessment is the Kurzweil™ 3000. In order for students to use the Kurzweil™ 3000 screen reader for testing, students must have used a screen reader 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 screen readers on state testing, to promote standardization of the verbatim Reading accommodation.

Fact Sheet ELL-2

Response Accommodations

NOTE: Fact Sheet ELL-2 is the corresponding document for ELL students to Fact Sheet SWD-2 (Section 5) for SWD. If a student is both ELL and SWD, the accommodations should be identified through the IEP process, using the Fact Sheets in Section 5 of the MAM.

What are Response Accommodations?

Response accommodations allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer.

Who can Benefit from Response Accommodations?

Response accommodations can benefit students with physical, sensory, or learning disabilities (including difficulties with memory, sequencing, directionality, alignment, and organization).

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.

Asterisks (*) are used to indicate restrictions on the use of the accommodation for particular assessments (see footnotes for explanations for each assessment impacted).

Accommodations Codes

Each accommodation is assigned a code for use in data capture and analysis.

Fact Sheet ELL-2 (continued)

Response Accommodations	Conditions for Use In Instruction and Assessment
<p>2-A: Scribe</p> <p>A scribe is someone who writes down what a student dictates by an assistive communication device, pointing, communication by the student via interpretation/transliteration (examples include American Sign Language, signed English, and Cued Speech), or speech. 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. A person who serves as a scribe needs to be carefully prepared to assure that they know the vocabulary involved and understand the boundaries of the assistance to be provided. The role of the scribe is to write what is dictated, no more and no less.</p> <p>The scribe for an ELL student should be someone who is familiar with the student's accent and will recognize the words which a student is saying without writing down unusual phonetic spellings. This accommodation may be appropriate for those ELL students who meet one or more of the following criteria: (1) student has had one or more instances of interruption in schooling of 6 months or more in a block as documented in parent reports or on a registration form, (2) the student has little or no literacy in his or her native language, and/or (3) the student is significantly behind (defined as an ELPT proficiency level of 2 or lower on the Reading and writing sections) in the ability to decode grade-level text in English.</p> <p>NOTE: This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP.</p> <p>For the online tests, 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/Answer Book, or (2) the scribe may enter student responses directly onto the computer using the online test edition.</p>	I, A
<p>2-E: Electronic Note-Takers and Word Processors</p> <p>Students may use an electronic device to create written responses in English or for note-taking.</p> <p>NOTE: This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP.</p>	I, A
<p>2-F: Tape Recorder</p> <p>A student uses a tape recorder to record class work or test responses rather than writing on paper. For assessment, a certified test examiner must transcribe the taped responses into a regular Answer Book. This accommodation may be appropriate for those ELL students who meet one or more of the following criteria: (1) student has had one or more instances of interruption in schooling of 6 months or more in a block as documented in parent reports or on a registration form, (2) the student has little or no literacy in his or her native language, and/or (3) the student is significantly behind (defined as an ELPT proficiency level of 2 or lower on the Reading and writing sections) in the ability to decode grade-level text in English.</p> <p>NOTE: This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP.</p>	I, A

Fact Sheet ELL-2 (continued)

Response Accommodations <i>(continued)</i>	Conditions for Use In Instruction and Assessment
<p>2-G: Respond on Test Booklet</p> <p>This accommodation allows a student to write directly in a test booklet rather than on an answer sheet (e.g., scannable “bubble” sheet). For assessment, a certified test examiner must transfer the student’s responses into a regular Answer Book.</p> <p>For students taking the MSA and/or the MSA Science assessments, those tests no longer have a separate answer document: all students respond on a combination Test/Answer Book at all grades, so accommodation 2-G will not be necessary for those tests.</p>	A
<p>2-H: Monitor Test Response</p> <p>Monitor placement of student responses on the answer sheet. 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>	I, A
Materials or Devices Used to Solve or Organize Responses	
<p>2-K: Spelling and Grammar Devices</p> <p>The use of a dictionary may be allowed on assignments that require an extended response or essay. Spelling and grammar can also be checked with pocket spellcheckers. Students enter an approximate spelling and then see or hear the correct spelling or correct use of a word. Students who use a word processor may be allowed to use a spell check or other electronic spelling device.</p> <p>NOTE: This accommodation is permitted for RELL students, if needed and used in regular instruction.</p>	I, A*
<p>2-N: Bilingual Dictionaries</p> <p>Students identified as English language learners who have an ELL Plan may use published or electronic bilingual dictionaries. Allowable dictionaries and devices do not contain definitions of English words in the student’s native language.</p>	I, A
Other Response Accommodations	
<p>2.Q: Other</p> <p>Other-proposed by Local Accountability Coordinator; or ELL staff; and approved by MSDE Assessment Office and ESOL staff.</p>	Determined on a case-by-case basis in consultation with MSDE

* Spelling and grammar devices are not permitted to be used on the English High School Assessment.

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Fact Sheet ELL-3

Timing and Scheduling Accommodations

NOTE: Fact Sheet ELL-3 is the corresponding document for ELL students to Fact Sheet SWD-3 (Section 5) for SWD. If a student is both ELL and SWD, the accommodations should be identified through the IEP process, using the Fact Sheets in Section 5 of the MAM.

What are Timing and Scheduling Accommodations?

Timing and scheduling accommodations change the allowable length of time to complete assignments, tests, and activities, and may also change the way the time is organized. Timing accommodations give students the time and the breaks they need to complete activities, assignments, and tests. Other changes may include the particular time of day, day of the week, or number of days over which a particular activity, assignment, or test takes place.

Who can Benefit from Timing and Scheduling Accommodations?

Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, scribe).

Students who cannot concentrate continuously for an extended period, or who become frustrated or stressed easily may need frequent or extended relaxation breaks. It may also help to schedule classes and tests that require the greatest concentration in the morning for students who have difficulty concentrating and staying on task as the day progresses. Scheduling changes might also be helpful for students on medications that affect their ability to stay alert, or who have more productive times of the day.

Some students with health-related disabilities may have functioning levels that vary during the day because of the effects of medications or diminishing energy levels. For example, blood sugar levels may need to be maintained by eating several times a day at prescribed times. These students could be accommodated by scheduling tests and activities around the eating schedule, or by allowing food to be taken to the classroom or testing site. Students who fatigue easily may need to take some academic classes and tests before rather than after a physical education class or recess, or may need to reduce physical activity.

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.

Asterisks (*) are used to indicate restrictions on the use of the accommodation for particular assessments (see footnotes for explanations for each assessment impacted).

Accommodations Codes

Each accommodation is assigned a code for use in data capture and analysis.

Fact Sheet ELL-3 (continued)

Timing and Scheduling Accommodations	Conditions for Use In Instruction and Assessment
<p>3-A: Extended Time</p> <p>Extended time may require a student’s ELL team to determine a fairly specific amount of extra time to complete assignments, projects, and tests. For timed tests, a standard extension may be time and one half. This means that a student is allowed 90 minutes to take a test that normally has a 60 minute limit. Double time may also be allowed. Decisions should be made on a case-by-case basis, keeping in mind the type of accommodations being provided, the disability involved, and the type of assignments, tests, and activities. Usually “unlimited” time is not appropriate or feasible. Sometimes students who request extended time end up not needing it because of the reduction in anxiety just knowing that plenty of time is available. Students who have too much time may lose interest and motivation to do their best work.</p> <p>Teachers and test examiners must make certain that the extended time accommodation is selected when other accommodations (such as human reader or text reader) which may increase the time needed for the student to respond are chosen.</p> <p>NOTE: This accommodation is permitted for RELL students, if needed and used in regular instruction.</p>	I, A
<p>3-B: Multiple or Frequent Breaks</p> <p>Breaks may be given at predetermined intervals or after completion of assignments, tests, or activities. Sometimes a student is allowed to take breaks when individually needed. Sometimes test booklets are divided into shorter sections so that students can take a break between sections of a test (sometimes referred to as “short segment test booklets”). 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> <p>NOTE: This accommodation is permitted for RELL students, if needed and used in regular instruction.</p>	I, A

Fact Sheet ELL-3 (continued)

Timing and Scheduling Accommodations <i>(continued)</i>	Conditions for Use In Instruction and Assessment
<p>3-C: Change Schedule or Order of Activities – Extend Over Multiple Days</p> <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. 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.</p> <p>Accommodation 3-C is not permitted for the High School Assessments unless justified in writing by the school principal and specifically approved by the LAC and MSDE. See <i>Tool SWD-7 in Section 6 of MAM for more information.</i></p> <p>NOTE: This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student’s IEP.</p>	<p>I, A</p>
<p>3-D: Change Schedule or Order of Activities – Within One Day</p> <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. 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 during a previous portion of the testing day.</p> <p>NOTE: Students who require accommodation 3-D on the MSA Science assessment must take the paper-and-pencil test edition, as this accommodation is not feasible using the computerized online test edition.</p> <p>NOTE: This accommodation is permitted for RELL students, if needed and used in regular instruction.</p>	<p>I, A</p>
Other Timing and Scheduling Accommodations	
<p>3-E: Other</p> <p>Other-proposed by Local Accountability Coordinator; or ELL staff; and approved by MSDE Assessment Office and ESOL staff.</p>	<p>Determined on a case-by-case basis in consultation with MSDE</p>

Fact Sheet ELL-4

Setting Accommodations

NOTE: Fact Sheet ELL-4 is the corresponding document for ELL students to Fact Sheet 4 (Section 5) for SWD. If a student is both ELL and SWD, the accommodations should be identified through the IEP process, using the Fact Sheets in Section 5 of the MAM.

What are Setting Accommodations?

Setting accommodations change the location in which a student receives instruction or participates in an assessment, or the conditions of an instructional or assessment setting. Students may be allowed to sit in a different location than the majority of students in order to reduce distractions to themselves or others, or to increase physical access or access to special equipment. Some students may need changes in the conditions of an instructional setting. Every instructional and assessment setting should have good lighting and ventilation, with a comfortable room temperature, and should be as free as possible from noise, traffic and other interruptions. Chairs should be comfortable and tables at an appropriate height with sufficient room for materials. Staff should check that all needed materials and equipment are available and in good condition.

Who can Benefit from Setting Accommodations?

Changes in instructional and assessment locations can benefit students who are easily distracted in large group settings and who concentrate best in a small group or individual setting. Changes in location also benefit students who receive accommodations (e.g. reader, scribe, frequent breaks) that might distract other students. Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.

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.

Fact Sheet ELL-4 (continued)

Asterisks (*) are used to indicate restrictions on the use of the accommodation for particular assessments (see footnotes for explanations for each assessment impacted).

Accommodations Codes

Each accommodation is assigned a code for use in data capture and analysis.

Fact Sheet ELL-4 (continued)

Setting Accommodations	Conditions for Use In Instruction and Assessment
<p>4-A: Reduce Distractions to the Student</p> <p>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. For example, 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. ELL students may need to have assessment administered by their regular ESOL teacher in order to maximize language comprehensibility.</p> <p>NOTE: This accommodation is permitted for RELL students, if needed and used in regular instruction.</p>	I, A
<p>4-B: Reduce Distractions to Other Students</p> <p>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.</p> <p>NOTE: This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP.</p>	I, A
<p>4-C: Change Location to Increase Physical Access or to Use Special Equipment – Within School Building</p> <p>Some students may need equipment that requires specific locations for learning and assessment. For example, a student who uses a computer for word processing might need to complete assignments and take tests in a computer lab.</p> <p>NOTE: This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP.</p>	I, A
Other Setting Accommodations	
<p>4-E: Other</p> <p>Other-proposed by Local Accountability Coordinator; or ESOL staff; and approved by MSDE Assessment Office and ESOL staff.</p>	Determined on a case-by-case basis in consultation with MSDE

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Fact Sheet ELL-5

Examples of Accommodations Based on Student Characteristics

The purpose of this chart is to demonstrate the parallel between differentiated instructional strategies for English language learners and allowable testing accommodations for ELL students. The chart includes a sample of essential strategies recommended for providing differentiated instruction for English language learners across all content areas. This document may be useful in guiding the discussions of the ELL teams 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 Permitted Testing Accommodations*
Presentation	<ul style="list-style-type: none"> • Provide ample repetition of language and tasks: repeat, restate, rephrase, review, 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 audio-visual and other technology (e.g. audio-books) • Introduce and develop new vocabulary visually to the lower level students by using a picture dictionary and other visual aids • Use of electronic devices to present content to students • Use 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, audiotape or CD for entire test • Human reader, audiotape or CD for selected sections of test • Screen reader for entire test • Screen reader for selected sections of test

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

Fact Sheet ELL-5 (continued)

Category	Strategies for Differentiated Instruction	State Permitted Testing Accommodations*
Response	<ul style="list-style-type: none"> • Encourage and allow for non-verbal responses such as pointing, nodding, pictures, manipulatives, and graphic organizers • Adjust expectations for language output (e.g. student speaks in 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 ELLs with strong speakers and writers (buddies) • Encourage “buddies” to take a dictated response during pair work • Requiring explanations of concepts that ELLs can better express orally • Allow ELLs to dictate responses into a tape-player as evidence of completion of assigned written work • Use bilingual dictionaries during Reading and writing assignments in order to clarify meaning when possible 	<ul style="list-style-type: none"> • Respond on Test Booklet • Scribe • Tape Recorder • Monitor Test Response • Bilingual Dictionary

*Additional accommodations may be provided for ELL students with IEPs or 504 plans.

Fact Sheet ELL-5 (continued)

Category	Strategies for Differentiated Instruction	State Permitted Testing Accommodations*
Timing/Scheduling	<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 	<ul style="list-style-type: none"> • Multiple or frequent breaks • Change schedule or order of activities – extend over multiple days (with LAC and MSDE approval) • Extended Time • Change schedule or order of activities – within one day
Setting	<ul style="list-style-type: none"> • Seat ELL close to speaker, screen, or reader • Dedicate support staff to work with ELL in addition to classroom teacher • Provide small-group instruction • Pair or group ELL with “buddies” who will assist with modeling and explaining tasks • Work one-on-one with student 	<ul style="list-style-type: none"> • Reduce distractions to student • Reduce distractions to other students • Change location to increase physical access or use special equipment – within school building

* Additional accommodations may be provided for ELL students with IEPs or 504 plans.

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Fact Sheet ELL-6

Dos and Don'ts When Selecting Accommodations

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

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

Do...select accommodations that reduce the effect of the student's level of English language proficiency, in order to provide access to instruction and demonstrate learning.

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

Do...make sure to document instructional and assessment accommodation(s) on the ELL plan.

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

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

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

Do...be specific about the “Where, When, Who, and How” accommodations will be provided.

Don't...just indicate an accommodation(s) will be provided “as appropriate” or “as necessary.”

Do...refer to state accommodations policies 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 that the same accommodations remain appropriate year after year.

Do...get input about accommodations from teachers, parents, and students, and use to make decisions at ELL meetings.

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

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

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

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

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

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Fact Sheet ELL-7

Rules for Administering Specific Accommodations

The following rules must be used to guide the administration of commonly used assessment accommodations. Questions or concerns about the application of these rules must be brought to the attention of the LAC, who will consult with MSDE, to provide necessary clarification in unusual circumstances.

Presentation Accommodations

Verbatim Reading of Test Directions/Items

Test readers must ensure that all students understand what is expected of them, when Reading test directions aloud. Students must have an opportunity to ask questions and understand how to mark their answers before they begin taking the test. Test readers must be prepared to answer questions about item format, scoring rules, and timing. However, test readers must not answer questions about specific test items. When Reading test items aloud, test readers must be careful not to inadvertently give clues that indicate the correct answer or help eliminate some answer choices. Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read test items/questions and text word-for-word, exactly as written. Readers may not clarify, elaborate, or provide assistance to or translate materials for students to or from English and/or to or from the student's native language.

Audio Tape or Compact Disk

Test examiners must monitor student movement through audio versions to make sure the student maintains the appropriate place in the test and the audio version is playing properly. When using a two-sided cassette tape, students may need to be reminded to play the other side. Test examiners must spot check audio formats before use to make sure the equipment and media are functioning properly.

Response Accommodations

Respond on Test Booklet

This accommodation allows the test-taker to indicate responses directly in the test booklet 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.

Fact Sheet ELL-7 (continued)

Dictation to Scribe

Scribes may be provided for students who are English language learners who have little or no literacy in their native language and whose native language has a written form that differs from English (e.g., Chinese, Russian, Arabic, etc.), making it difficult for the student to physically create written English. Scribes must be impartial and experienced in transcription. Scribes must write exactly what the student dictates. Scribes must not affect the outcome of a test in any way. Scribes are not allowed to elaborate on what is being written. They cannot answer or explain anything to the student during testing and must be careful not to give “hints” of any type. Scribes should request clarification from the students about the use of capitalization, punctuation, and the spelling of key words, and must allow the student to review and edit what the scribe has written.

Timing and Scheduling Accommodations

Provide Extended Time

Timed tests usually require students to request a fairly specific amount of extra time. For example, a common extension is time and one half. (This means that for a test that normally takes 60 minutes, a student may be allowed 90 minutes.) However, decisions as to how much extended time is provided must be made on a case-by-case basis for each individual student, not for any category of students as a group, keeping in mind the type of accommodations being provided, the level of the student’s English language proficiency, and the type of test. For example, if a reader or scribe is used, double time may be appropriate. Usually “unlimited” time is not appropriate or feasible.

Setting Accommodations

Supervised Test Locations

It may be difficult to find testing locations that are private and free of distractions, especially when many students in a building are tested at the same time. Each student tested in a private location must be under the supervision of a certified test examiner and each accommodator and test examiner must have clear instructions and training on the appropriate test administration procedures. These requirements apply to students tested in all locations—whether it be in the regular school building or in another alternative school setting.