



State Testing Accommodations for English Language Learners (ELLs)

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www.isbe.net/assessment



Accommodations Policy

- Eligibility
- Exemptions
- Accommodations



Accommodation Eligibility Requirements

1. Identified as English Language Learners:

- Home Language Survey + ELP Screening (Pre-K / WIDA MODEL / WAPT)
- Previous ACCESS Administration

And

2. Eligible for ELL Services Fewer than 5 Years (may not be receiving services)

And

3. Not Ready for Standard Administration



Home Language Survey

- Is a language other than English spoken in your home?

Yes No

What language? _____

Or

- Does your child speak a language other than English?

Yes No

What language? _____

(“**YES**” to *either* triggers screening.)



Exemptions

Reading	<p><u>Optional</u> for 1st Year in U.S.</p> <ul style="list-style-type: none">• Has attended school in the U.S. for less than one year• One-time exemption
Writing	<p>ACCESS Writing satisfies the Illinois writing assessment requirement</p> <p>ISAT Writing Assessment is suspended</p> <p>PSAE Writing is suspended</p> <p>ACT English is <u>optional</u> (Test 1 on Day 1)</p>
Mathematics & Science	<p>No exemptions.</p>



Applying the Exemptions

ISAT: Withhold the Reading Assessment

PSAE:

- Inform eligible student of the exemptions.
 - Request Day 1, State-Allowed Accommodations.*
 - Order an accommodations test form for Day 2.
 - Administer both days with self-paced sessions.
- * Students testing with State-Allowed accommodations do not earn college-reportable ACT scores. Family acknowledgement is required.



Types of Accommodations

1. Timing / Scheduling
2. Special Setting
3. Modified Directions
4. Modified Presentation
5. Response Options



Timing/Scheduling

- Extended assessment time
- More frequent breaks/flexible scheduling



Regular ISAT

4 ACCOM CLASSIFICATION			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
IEP	504	LEP	
Accom	Accom	Accom	
(If one or more of the above is selected, you must complete the portion below.)			
SUBJECTS FOR ACCOMMODATION			
	R	M	S
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Coding of Timing Scheduling

Code by Subject Area
 Reading
 Math
 Science

1. Extended Time

2. Frequent Breaks/
Flexible Scheduling

Form LM

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Setting

- Administration in a small group
- Administration on an individual basis
- Administration in distraction-free space or alternate location (e.g., Bilingual/ESL setting, or location within the room) with appropriate supervision



Regular ISAT

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Coding of Setting

- 3. Small Group Administration
- 4. Individual Administration
- 5. Special Setting

Form LM

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Modified Directions

- Directions written in native language
- Repeat scripted directions at student request
- Restate directions in simplified/modified English (unscripted)
- Emphasize key words
- Verify student understanding by having the student repeat the directions in English



Regular ISAT Coding of Modified Directions

Form LM

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IEP Accom 504 Accom LEP Accom

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11. Modified Directions



Presentation

- Reader Scripts:
 - **ISAT** Form SF- Mathematics and Science; uses original ISAT text
 - **PSAE**- Reading, Mathematics, and Science
- Audio recordings:
 - **ISAT** Form SF- Mathematics and Science; uses original ISAT text.
 - **PSAE**- these are available for Reading, Mathematics, and Science.
- Linguistically Modified (LM) Form (ISAT only)
- Spanish DVD - Mathematics and Science (PSAE only)



ISAT Linguistically Modified (LM) Form*

- Math and Science Multiple choice items
Presented in simplified English
- Math Open-ended Items – Choice of two formats
 - Simplified English
 - Side-by-Side English/Spanish based on original ISAT text
- * Using Form LM forfeits the nationally-normed percentile ranks and Stanine scores for Math and Science.



ISAT Short Response Item Layout LM and Side-by-Side

Simplified
English (LM)

Short Response #1

Linguistically Modified
DO NOT WRITE HERE USE PAGE ...

Short Response #2

Linguistically Modified
DO NOT WRITE HERE USE PAGE ...

Short Response #3

Linguistically Modified
DO NOT WRITE HERE USE PAGE ...

Side-by-Side
English/
Spanish

Side-by-Side item on facing pages...

Regular English	Español
DO NOT WRITE HERE USE PAGE ...	NO ESCRIBAS AQUÍ USA LA PÁGINA ...

... on one Page

Regular English
Español
NO ESCRIBAS AQUÍ USA LA PÁGINA ...



Grade 3 English/Spanish Short Response

73

Item in English

Space to Respond

73

Item in Spanish

Space to Respond

USE PAGE 108 OR 109 TO ANSWER QUESTION 73.

USA LA PÁGINA 108 O 109 PARA CONTESTAR LA PREGUNTA 73.





Grade 3 English/Spanish Extended Response

74

Item in English

74

Item in Spanish

74

DIRECTIONS Asegúrate de:
 — mostrar todo el trabajo que hiciste para resolver el problema,
 — marcar claramente tu respuesta,
 — escribir en palabras cómo resolviste el problema,
 — escribir en palabras por qué tomaste esos pasos para resolver el problema y
 — escribir lo más claramente que puedas.

TURN THE PAGE TO SOLVE PROBLEM 74. ➡

DA VUELTA A LA PÁGINA PARA RESOLVER EL PROBLEMA 74. ➡

USE NO. 2 PENCIL ONLY

Page 118

GO ON ➡

USE NO. 2 PENCIL ONLY

Page 119

GO ON ➡

USE NO. 2 PENCIL ONLY

Page 120

GO ON ➡

Space to Respond



ISAT Report-Form LM

Absent National Norms

National Comparisons

How did the student perform compared to other students?

The student's national percentile rank indicates how the student's performance compares to others in the same grade. For example, a percentile rank of 75 means that the student scored as well as or better than 75% of the tested students in the nation.

The NPR score is based on student performance of the first 30 items in session 1 in each content area. These items represent an abbreviated version of the *Stanford 10 (SAT 10)*. The *SAT 10* is a nationally norm-referenced assessment produced by our test contractor. The overall ISAT scale scores and performance levels for each content area (reported on page 1) are based on student performance on the entire ISAT test.

Reading

Student's National Percentile Rank	86
------------------------------------	----

In reading, the student did as well as or better than 86% of students nationally.

Support Reading

Reading at home helps students improve in school. Be aware of the student's Lexile scores and encourage them to find books within their Lexile range. Consider the student's interests when choosing texts.

Mathematics

Student's National Percentile Rank	NA
------------------------------------	----

Support Mathematics

Help students identify and explore mathematics in everyday activities so the study of mathematics becomes meaningful. Allow them to engage in projects that involve measurement and encourage them to develop problem solving by asking questions and exploring patterns.

Science

Student's National Percentile Rank	NA
------------------------------------	----

Support Science

Children are naturally curious about the world, so encourage them to ask questions. Train them to use all of their senses to make science investigations at home and at school. Encourage them to search for answers as they study the life, physical, and earth sciences.



Regular ISAT

Coding of Presentation

Form LM

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14. Reader Script
15. Audio recording



English/Spanish DVD for PSAE Day 1 and Day 2 Mathematics and Science

- Individual administration
- Visual Display of a standard English form
- Audio presentation of Items and answer choices in Spanish.

Note: Scores earned using the Spanish DVD format will be used only for state purposes.

See: www.isbe.net/assessment/spdvd.htm*



ISAT Response

Reading and Mathematics

Open-ended Items

- **Spanish** responses (ISAT only)
- **Dictation**
 - Oral responses
 - Scribed onto a standard answer document,
 - Spanish (ISAT only) or English
- Available for regular ISAT **and** Form LM.



Coding Spanish Responses on ISAT

9 WRITTEN RESPONSE

IN SPANISH

Reading

Mathematics

For Spanish response **written or dictated**
This box ensures it will go to a Spanish
scorer.



Regular ISAT

Coding of Dictated Response

Form LM

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18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Dictated Response



ISAT Accommodations Coding Summary

4 ACCOM CLASSIFICATION			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
IEP	504	LEP	
Accom	Accom	Accom	
(If one or more of the above is selected, you must complete the portion below.)			
SUBJECTS FOR ACCOMMODATION			
	R	M	S
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 1 Extended Time
- 2 Extra Breaks/Flexible Schedule
- 3 Small Group Administration
- 4 Individual Administration
- 5 Special Setting
- 6 Allowed to Stand, Move, Pace
- 7 Braille Form
- 8 Large Print Form
- 9 Visual Presentation Assistance
- 10 Auditory Assistance
- 11 Modified Directions
- 12 Student Reads Aloud
- 13 Signing Items
- 14 Reader Script
- 15 Audio Recording
- 16 Fewer Items Per Page
- 17 Providing Cues (on materials)
- 18 Assistive Technology
- 19 Visual Response Assistance
- 20 Student Pointing
- 21 Dictated Response
- 22 Other

4 ACCOM CLASSIFICATION			
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
IEP	504	LEP	
Accom	Accom	Accom	
(If one or more of the above is selected, you must complete the portion below.)			
SUBJECTS FOR ACCOMMODATION			
	R	M	S
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



PSAE Accommodations on Day 1 of PSAE (ACT)

ACT-Approved Accommodations:

- Granted for IEP/504 Plan only
- Day 1 results used for PSAE scores and ACT scores reportable to colleges.

State-Allowed Accommodations:

- Granted for LEP/IEP/504 Plan
- Day 1 results used only for PSAE scores



Coding for PSAE

Day 1 Answer Document

V SCHOOL USE ONLY—STATE QUESTIONS See separate instructions for your state.														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)
(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)
(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)
(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)
(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)
(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)
(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)
(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)
(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)
(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)
(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)
(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)

Day 2 Answer Document

7	ACCOMMODATIONS TESTING (Required <u>only</u> for students testing with accommodations)
	<input type="radio"/> IEP Accom <input type="radio"/> 504 Accom <input type="radio"/> LEP Accom
	(If any of the above are marked, a response must be provided for each of the 5 items listed below.)

Test Booklet Format	(A) (B) (C)
Testing Time	(A) (B) (C) (D) (E)
Presentation Mode	(A) (B) (C) (D) (E) (F)
Response Mode	(A) (B) (C) (D) (E)
Other	(A) (B) (C)

- May code for multiple reasons.
- Complete for all students given accommodations, even if a Pre-ID label is used.



ISAT Sessions

45 Minutes	Reading	Mathematics <ul style="list-style-type: none"> • Reader Script • Audio Recording • Linguistic Modification* 	Science <ul style="list-style-type: none"> • Reader Script • Audio Recording • Linguistic Modification*
1	30 Multiple-Choice SAT 10	40 Multiple-Choice SAT 10*	41 Multiple-Choice SAT 10*
2	20 Multiple-Choice 1 Ext'd response ^a	30 Multiple-Choice 3 Short-response ^{a, b}	41 Multiple-Choice
3	20 Multiple-Choice 1 Ext'd response ^a	2 Ext'd Response ^{a, b}	

* Using Form LM forfeits the nationally normed results for math and science.

a - Examinees may write or dictate responses in Spanish.

b - Math short and extended response items are presented in both linguistically modified and side by side, English/Spanish format in Form LM .



PSAE Sessions

Day 1	Items	Time	Spanish DVD
ACT English	75	45	No
ACT Mathematics	60	60	Yes
ACT Reading	40	35	No
ACT Science	40	35	Yes
Day 2			
ISBE-Developed Science	45	40	Yes
WorkKeys Applied Mathematics	33	45	Yes
WorkKeys Reading for Information	33	45	No

Spanish DVD: English/Spanish DVD for Day 1 & 2 mathematics and science
 A DVD for individual administration presents a standard English form on the screen accompanied by a voice reading the items and answer choices in Spanish.



Questions?

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Partnership for the Assessment of Readiness for College and Careers (PARCC)

Implications for Assessing ELLs

- Race To The Top (RTTT) Initiative
- Common Core State Standards (CCSS)
- Common Academic Achievement Tests
- 24 Members, 13 Use ACCESS for ELLs™
- Common Definition “English Learner”
- Common policies and procedures for participation and accommodations



Alternate ACCESS for ELLs™

- Designed for students with cognitive disabilities
- Not available for 2011-2012 Illinois Administration
- Illinois to implement in 2012-2013



New for the ACCESS Speaking Test in 2011-2012:

- Tier B and C students skip T1 tasks unless they fail to meet T2 expectations on Parts A or B.
- The online test administrator training course has been updated to reflect this change.



Thank You

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