



Illinois State Board of Education

Assessment Accommodations For English Language Learners Guidance for 2011-2012

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Introduction

The No Child Left Behind Act (NCLB) stipulates that every child be assessed in grades 3-8 and once in high school. This includes all English Language Learners (ELLs), even those who have only recently become U.S. residents. The results of these assessments are used for “determining the yearly performance of the State and of each local educational agency and school in the State.”

One strategy for addressing the special needs of this population on standardized tests is the use of test *accommodations*. Accommodations are changes to a test or testing situation that facilitate students’ access to test content. Accommodations are used widely for the assessment of students who, because of limited English proficiency (LEP) or physical or cognitive disabilities, are deemed unable to participate meaningfully in state assessments under standard testing conditions. To be effective, accommodations must address the unique needs of the students for whom they are provided. In the case of ELLs, this means providing the test taker with assistance in overcoming the linguistic barriers that prevent him or her from accessing the content of the test.

The assessment accommodations and exemptions available for 2011-2012 are unchanged from the previous state testing cycle. Please notice changes to the writing assessment at grade 11.

Eligibility for ELL Accommodations

Students eligible for English Language Learner (ELL) accommodations and exemptions on state tests (ISAT, PSAE, and IAA) are students who:

1. Have been properly identified as having limited English proficiency (LEP) using
 - Home Language Survey results, *and*
 - Placement Test results (W-APT), *or*
 - ACCESS for ELLs™ results (an overall composite proficiency level below 4.8 and/or a literacy composite proficiency level below 4.2),¹

And

2. Have been *eligible* for ELL support services for five or fewer years (excluding pre-K and Kindergarten),²

And

3. Do not possess sufficient literacy skills in English to participate meaningfully in ISAT or PSAE without ELL accommodations.

Students for whom a district elects to provide ELL support even though they are not considered by the State of Illinois to have LEP, are not eligible for ELL accommodations or exemptions for any state test.

¹ Scores from any standard ACCESS administration, including those from other states and non-public schools, supersede placement test results.

² A student initially identified as having LEP in pre-K or Kindergarten is eligible for ELL accommodations through grade 5. Students not receiving language support program services due to parent/guardian refusal are considered eligible for state testing accommodations and are also subject to the five-year limit. This five-year clock stops whenever a student leaves the United States long enough to be dropped from school enrollment. It resumes upon return to the United States, including outside of Illinois. A year is treated as twelve calendar months. The first twelve calendar months following ELL identification are considered to be year one. The second twelve are year two, and so forth.

Use of Accommodations

Testing accommodations for ELLs are intended to minimize, to the extent possible, the impact of language on the measurement of content area performance on the state assessments. Other additional accommodations to minimize stress and increase comfort and confidence are also allowed.

Which state tests allow accommodations for ELLs?

Accommodations for ELLs on the Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Examination (PSAE) are available for all tested subject areas. However, provisions and restrictions surrounding these accommodations vary from test to test and subject to subject. District and school officials should become thoroughly familiar with state policies regarding ELL accommodations before selecting and implementing them.

Regarding the Illinois Alternate Assessment (IAA), all applicable accommodations should be specified in the student's Individualized Education Program (IEP) including those meant to address LEP. There are no additional state testing accommodations to implement for IAA-eligible students who are also ELLs.

Regarding the ACCESS for ELLs,TM accommodations are available for students with an Individualized Education Program. See the [ACCESS for ELLsTM Test Administration Manual](#) for additional information.

What is an accommodation?

Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling which are intended to increase access to grade level content for students who are potentially impacted by conditions which may interfere with their demonstrating their knowledge. Accommodations provided to a student during state assessments should be similar to those provided during classroom instruction and classroom assessments. However, some instructional accommodations are not appropriate for use on state assessments. It is important for educators to become familiar with state policies regarding the appropriate use of accommodations during assessments to ensure they are administered appropriately.

Accommodations for ELLs:

- are intended to help students demonstrate their knowledge of test content without altering the test construct (what the test is intended to measure)
- involve changes to testing materials, testing procedures, and/or the testing situation to allow the student to participate meaningfully in an assessment
- address the unique linguistic and socio-cultural needs of the student without altering the test construct
- provide results that are comparable to a standard (i.e., unaccommodated) administration.

What do good accommodations do?

- Reduce construct-irrelevant variance (e.g., large print (LP) helps the student with visual impairment by removing the obstacle of print which is too small.)
- Preserve the valid measurement of the target construct (e.g., print size does not change the tested construct.)
- Produce outcomes with differential effects (e.g., LP helps the student with visual impairment but is neutral for normally-sighted test-takers.)
- Maintain score comparability (e.g., LP and normally-sighted test results may be compared.)

Who is responsible for making decisions regarding accommodations?

Once eligibility has been established, as noted above, the selection of accommodations is made at the local level. Each district should establish a process to determine an appropriate blend of accommodations for students with LEP. This process should involve those who are most familiar with the students' abilities and are aware of standardized testing practices.

What are some factors to consider in providing accommodations?

Direct Linguistic Support Accommodations

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

Indirect Linguistic Support Accommodations

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

How might accommodations for these students be most effectively chosen?

Accommodations should be selected with care on an *individual student basis*, considering student background variables such as time in the U.S., language of instruction, level of literacy in each language, etc.

Applying more accommodations is not necessarily better. Providing students with accommodations that are not truly needed may have a negative impact on performance.

Some accommodations may be acceptable for one content area, but threaten the validity of one or more other content area assessments, particularly for reading.

Making effective decisions about accommodations begins with making sound instructional decisions. These decisions are facilitated by gathering and reviewing information about the student's specific needs and current levels of performance in relation to state academic standards. It is important to keep in mind that the purpose of accommodations during instruction and assessment is to provide equitable access to the general education curriculum. Careful consideration should be given to each accommodation selected.

When selecting testing accommodations, the Test Administrator should consider those that the student uses in daily instructional/testing situations. Students may require multiple accommodations such as interpreted directions and a small group setting. Preferably, accommodations that have not previously been used with an ELL student during instruction should not be introduced for the first time during a state assessment because they could be distracting or confusing.

Beginning ELLs tend to benefit from native language (L1) accommodations if:

- The students have literacy skills in L1
- The students are receiving instruction in L1

For beginning ELLs whose L1 literacy skills are undeveloped, consider a read-aloud administration.³

Intermediate ELLs tend to benefit from:

- Extra time
- Simplified/modified English

³ A read-aloud administration of ISAT must be done with an ISAT Reader Script (not available for Form LM).

What if the ELL student has an Individualized Education Program (IEP)?

Generally, accommodations for ELL students are available *in addition* to accommodations specified in the IEP. There are two exceptions.

1. ISAT Form LM may not be read aloud.
2. Secure test material may not be locally translated into another language.⁴

The IEP Team is responsible for administering the appropriate state assessment for a student with disabilities. It will be either the ISAT or PSAE without accommodations, ISAT or PSAE with accommodations, the IAA without accommodations, or the IAA with accommodations.

If the IEP team selects the IAA (based on current IAA Participation Guidelines), this decision must be documented in the student's IEP along with all testing accommodations for the IAA. The administration of the IAA requires the test administrator to facilitate access to, and response to, the measurement tasks. Except as mentioned above, state testing accommodations should reflect the individual student's classroom mode of communication in presentation and response.

Are any ELLs exempt from state testing?

Eligible ELLs may be excused from state accountability testing (i.e., ISAT, PSAE, and IAA) either generally (due to extended absence, for reasons listed here http://www.isbe.net/sis/pdf/not_testing.pdf) or in the subject areas of reading and writing.⁵ There are no ELL exemptions for any other subject area.

- Reading Exemption - An ELL student who has attended school in the U.S. for less than one year, as of the beginning of the regular state testing window for the assessment that the student would take, may be excused from the state reading assessment for one cycle.⁶ For students who have been continuously enrolled since they began attending U.S. schools, their eligibility depends upon their date of enrollment.
 - For ISAT, an ELL student who first enrolled in a U.S. school *after* March 4, 2011, may be excused from the ISAT Reading Assessment.
 - For PSAE, an ELL student who first enrolled in a U.S. school *after* April 23, 2011, may be excused from the PSAE reading components - the ACT Reading (on PSAE Day 1) and the WorkKeys *Reading for Information* (on PSAE Day 2).⁷
 - For IAA, an ELL student who first enrolled in a U.S. school *after* February 20, 2011, may be excused from the IAA Reading Assessment.

For students who have not been continuously enrolled since they began attending U.S. schools, due to temporarily leaving the country, eligibility depends upon the cumulative length of attendance in U.S. schools they have experienced. If the cumulative attendance in U.S. schools is less than the equivalent of one academic year (as defined by the district) the student qualifies for the Reading Assessment exemption. However, in no case may a student receive the Reading Assessment exemption more than one time. Districts should make a reasonable effort to

⁴ See the appropriate state test administration manual for use of sign language.

⁵ The ISAT, IAA, and PSAE Writing assessments have been suspended by actions of the state General Assembly. The writing component of ACCESS must still be administered at every grade level.

⁶ The student must be coded as "First Year in U.S." in ISBE's Student Information System.

⁷ Such students must test on both PSAE Day 1 and PSAE Day 2 using State-Allowed accommodations with a self-paced session. This allows them to skip over the ACT Reading and WorkKeys *Reading for Information* tests. Students given this accommodation will not receive college-reportable ACT scores. State-Allowed accommodations must be requested from ACT prior to testing (see ISBE accommodations guidance).

determine the extent of attendance a student has had in U.S. schools (both inside and outside of Illinois), and whether the student has ever been given this exemption.

- PSAE Day 1 ACT English Note - Students who meet the LEP eligibility requirements above are not required to participate in PSAE Day 1 ACT English (previously a component of PSAE Writing, which has been eliminated). Such students may test on PSAE Day 1 using State-Allowed accommodations with a self-paced session. This allows them to skip over the ACT English test administered on PSAE Day 1. Students given this accommodation will not receive college-reportable ACT scores. State-Allowed accommodations must be requested from ACT prior to testing (see www.isbe.net/assessment/psae.htm to access this request form).

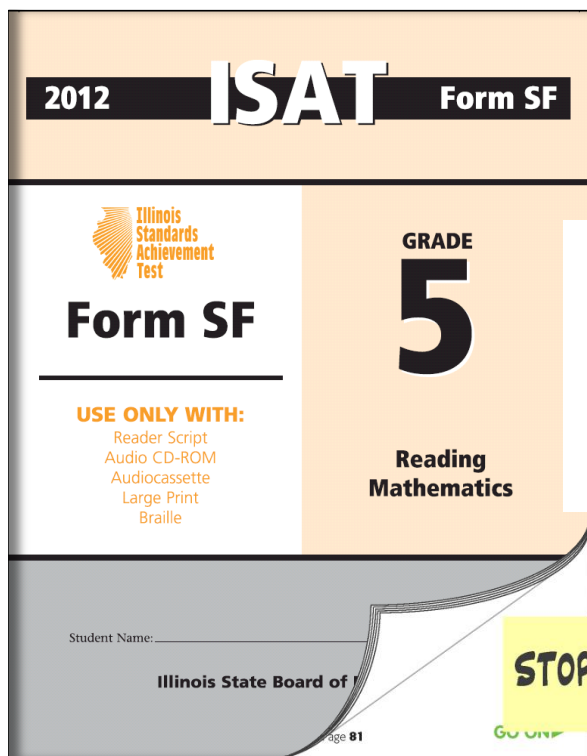
Allowable ELL Accommodations for ISAT

Allowable accommodations for ISAT are listed in the current *District and School Coordination Manual* and the *Test Administration Manuals*. Allowed accommodations fall into four categories: (1) timing/scheduling; (2) setting; (3) presentation; and (4) response. The ELL accommodations available for the 2011-12 assessment are allowed, but not required. They may be used in any combination deemed appropriate for a particular student. For students with an IEP or 504 plan, ELL accommodations are available in addition to any specified in those plans, but may not be compatible with them (e.g., Form LM is not available in the Braille, Large Print, Reader Script, or Audio Recording formats). Accommodations used for classroom instruction are typically the most effective for testing. However, under no circumstances should test items or answer choices be locally translated.

Timing/Scheduling Accommodations:

Extended time provisions include:

- Extended assessment time:
 - An extra 10 minutes allowed impromptu at the end of a standard time administration if test-takers are still engaged when standard time has elapsed.
 - Pre-planned extended-time sessions that exceed an extra 10 minutes. There is no specified time limit for these sessions other than they must begin and end in a single school day. Students receiving this provision must be tested separately from students getting standard time.
- More frequent breaks
 - With more frequent breaks, test sessions are divided into smaller pieces. Regardless of the number or length of breaks provided, each individual test session must begin and end in the same day. Of prime concern, when allowing the student(s) more frequent breaks, is maintaining test security. Students must not have the opportunity to share or seek answers to test items.
 - Extra breaks may be in-seat and/or out-of-seat breaks. For in-seat breaks, the testing session is simply stopped for a brief period. For out-of-seat breaks, a student is instructed to stop working and close the test booklet after completing a specified portion of the session. In-seat breaks may be used in group settings. Out-of-seat breaks, for security reasons mentioned above, may only be provided when the student is being assessed individually.



If the test administrator would like the student(s) to pause mid-session, at a particular place in the test, that location may be marked in the test booklet with a removable, “sticky note” prior to testing. Do this by peeling back the corner of the sealed test booklet to apply the “sticky note.”

This “sticky note” must be removed prior to returning the test booklet to the ISAT material vendor. Instructions or symbols may be written on these “sticky notes” as long as they do not provide assistance with any test items.

District and school staff should not examine test items except as directed in the current ISAT District and School Coordination Manual or ISAT Test Administration Manual.

- The testing schedule for ELLs may be modified from other ISAT takers in the building/district. This includes presenting the content area assessments in a different order. Starting with the subject most familiar and comfortable for the student may ease some apprehension and allow the student to approach the rest of the assessment more confidently than if a more difficult subject is assessed first. The tests may be administered at a time of day most beneficial to the student. Schedule modifications must be implemented in a way that minimizes the opportunity for students to share their knowledge of test content or answers to test items.

Note regarding student frustration: Students should be provided a meaningful opportunity to demonstrate their knowledge to the maximum extent possible on the state assessment. Illinois allows generous flexibility in terms of how much time ELL students may have for test sessions. Once students have indicated that they are done, and the administrator makes the professional judgment that the students have truly made the effort to do their best, students should be allowed to stop the test. If students are taking the test in a group, they should be allowed to engage in some other non-disruptive activity at their desks. If they are taking the test individually, the session may be ended. Students should not be forced to continue the test beyond their frustration level.

Setting Accommodations:

These are modifications/adjustments to the testing environment or conditions. See the ISAT Test Administration Manual for additional information.

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

Presentation Accommodations:

- Linguistically Modified (LM) Form with transadapted, open-ended items:⁸ Mathematics and science items on Form LM have been modified to reduce the English reading level required to understand their content (also known as “plain” or “simplified” English). In addition, the short- and extended-response items in mathematics (items 71-75) are presented in a side-by-side English/Spanish format for students with sufficient Spanish literacy. Both formats are in the same test booklet.
 - *It is the responsibility of the Test Administrator to ensure that students using Form LM answer either the simplified English version of these items or the side-by-side, English/Spanish format of these items, not both. For grade 3, a break between the multiple-choice and short-response portions of the test is advised, so that instructions regarding which version to answer may be repeated.*
 - Items 71-73 are short-response items at the end of mathematics session 2. They appear first in the simplified English format, and then are repeated in the side-by-side, English/Spanish format. Items 74 and 75 are extended-response items in mathematics session 3. Again, they appear first in the simplified English format, and are then repeated in the side-by-side, English/Spanish format.
 - *The side-by-side English/Spanish items are created from the original ISAT text of those items, not the linguistically modified version. In some cases, the item context of the LM format is very different than that of the original ISAT item. Students may become confused if they compare the English in the LM format to the English in the side-by-side, English/Spanish format.*
 - *Depending upon the print space required, the English and Spanish parts of side-by-side items may be organized vertically on a single page, or face each other on separate, opposite pages.*
 - *These English/Spanish test items, as with all other ISAT test items (and their answer choices), must be administered in the language provided by the state. They may not be translated into another language.⁹*
- Reader scripts (for mathematics and science using unmodified ISAT text)
 - Reader Scripts are special test booklets designed to be read aloud by the test administrator to the test-taker(s). The booklets include instructions, test items, and item choices. The script is shipped with Form “SF” (Special Format) in quantities of 1 or 5 depending upon how they are ordered.
 - Reader scripts may be used in small group sizes determined locally, being mindful of group manageability.

Note: Test administrators have the option of administering a session as a *partial* read-aloud, or as read-aloud at a student’s request, as long as (1) the test administrator reads from a reader script, not a standard test booklet, *and* (2) all students in the session are eligible for a reader script accommodation and use Form SF.
- Audio Recordings (provided for mathematics and science using unmodified ISAT text)
 - Audio recordings include the test directions, items, and item choices on cassette or compact disk intended for use by individual students.
 - Audio recordings may be used in a group setting provided each student has personal ear/head phones and the ability to independently repeat portions of the recording.

⁸ Students who use Form LM will not receive nationally-normed performance results for mathematics and science.

⁹ Signing ISAT for students with hearing impairment is an exception.

- Test Directions
 - Scripted test directions written in native language read to student
 - Repetition of scripted directions (English or native language) based on student request
 - Restatement of directions in simplified/modified English (unscripted)
 - Emphasis on key words in directions
 - Verification of the student's understanding by having the student repeat the directions in English

Note regarding translated test directions:

- The test directions only may be locally translated into languages other than those provided by the state. This must be done by a professional translator or educator who is familiar with state assessment policies, procedures, and practices.
- Native language test directions must be administered by school staff who are certified education professionals or under the line-of-sight supervision of one.
- Native language instructions may be used in conjunction with English language instructions

Should an ELL student be given the Linguistically Modified (LM) Form or a Reader Script or Audio recording of the regular ISAT form?

This is a local decision that should be made for each student individually considering the student's listening, reading, and writing proficiency in English; reading and writing proficiency in Spanish; and the types of accommodations used during classroom instruction.

Response Accommodations

For short and extended-response items on the ISAT Reading and Mathematics tests, oral English and Spanish responses by the test-taker may be scribed to a standard answer document. A student's written response may not be re-written simply to improve its appearance.

- Students may respond in either English or Spanish to the short and/or extended response item(s) on the ISAT Reading and Mathematics assessments (regular, SF, or LM Form).
- The test-taker may dictate (in English or Spanish) to a live scribe (a certificated teacher, administrator, etc. or a school staff member who is, or under the line-of-sight supervision of a certified education professional) and/or to an audio recording device. An audio recording must then be transcribed onto a regular answer document or grade 3 test booklet after testing is completed; otherwise, students will not receive test results.
- Responses must be scribed verbatim. The scribe may write using standard capitalization and punctuation. The test-taker must not be prompted, reminded, or otherwise assisted in formulating his/her response during or after the dictation. The scribe may ask the test-taker to pause, slow down, repeat, or speak more clearly. Such requests must not be communicated in a manner suggesting that the student make a change, addition, or correction.
- Students who dictate to a "live" scribe may review and modify their response before the end of the testing session. No one may suggest corrections or improvements during this review, but may clarify that the student can make any desired changes to the response. Students who dictate to only a recording device may review the recording before the end of the testing session and append material or re-record the response, but they may not review the scribed response at a later time, after the test session has ended.
- A word dictated in a language other than English must be scribed in that language, if known. If such a word is not known, the scribe may insert, in its place, a note to the scorer in parenthesis such as "(Polish word)" or "(unknown word)". The student may correct native words or inserted notes during the post-dictation review mentioned above, but the scribe may not make any special

marks or provide other hints to the student suggesting changes (e.g., circled or underlined words, arrows, symbols, etc.).

- Dictated responses must be submitted for scoring on a standard ISAT answer document (at grade 3, the student's test booklet).

May students using different accommodations be tested together?

Students using Form LM may not be tested in the same session with students using the regular ISAT form for mathematics and science. Differences in the test booklets require separate administrations in mathematics and science. Students using Form LM may be mixed with students using the regular ISAT form for *reading* only.

Otherwise, students using different types of accommodations (for LEP, IEP, and/or 504 plan), may be tested together if done with caution. Mixing accommodations this way is allowed provided that:

- All conditions in IEPs and 504 plans are properly met,
- One student's accommodations do not distract or disturb another,
- No student feels self-conscious, stigmatized, or unfairly treated by accommodations received or not received.
- Students using Form LM are not mixed with students using the standard ISAT form for mathematics and science administrations.

What must be done to document the use of ISAT accommodations?

For ISAT, each student receiving an accommodation, ELL or otherwise, must have the accommodation manually coded in *Boxes 4 and/or 9* on his or her answer document (see sample Boxes below). Consult the current *ISAT District and School Coordination Manual* or *ISAT Test Administration Manual* for the list of accommodations and instructions for coding Box 4.

Accommodations may be allowed for multiple reasons. For example, if the student has both LEP and an IEP which includes state testing accommodations, then both the "IEP Accom" and "LEP Accom" bubbles should be marked.

Accommodations provided may differ by subject area; therefore, accommodations must be recorded by subject area. For example, a student may require extended time for Reading, but not Mathematics. The Timing/Scheduling bubble would be darkened only under "R" for Reading.

A student may receive multiple accommodations within a content area. If so, all appropriate bubbles should be filled in. Keep in mind that more is not necessarily better.

For a student using a linguistically modified form (Form LM, see page 10), "LEP Accom" is pre-darkened in Box 4. If the only accommodation given to a student is the use of Form LM, no additional coding is needed in box 4.

Mark Box 9 if a student responds in Spanish to one or more short or extended response items in reading and/or mathematics. Darken the appropriate content area(s).

Pre-ID labels may be used in conjunction with manual entries in Boxes 4 and/or 9. Marking options in Boxes 4 and/or 9 does *not* require that the entire cover grid be completed manually.

9	WRITTEN RESPONSE IN SPANISH
<input type="radio"/>	Reading
<input type="radio"/>	Mathematics

Box 4

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	
1	<input type="radio"/>	<input type="radio"/>	
2	<input type="radio"/>	<input type="radio"/>	
3	<input type="radio"/>	<input type="radio"/>	
4	<input type="radio"/>	<input type="radio"/>	
5	<input type="radio"/>	<input type="radio"/>	
6	<input type="radio"/>	<input type="radio"/>	
7	<input type="radio"/>	<input type="radio"/>	
8	<input type="radio"/>	<input type="radio"/>	
9	<input type="radio"/>	<input type="radio"/>	
10	<input type="radio"/>	<input type="radio"/>	
11	<input type="radio"/>	<input type="radio"/>	
12	<input type="radio"/>	<input type="radio"/>	
13	<input type="radio"/>	<input type="radio"/>	
14	<input type="radio"/>	<input type="radio"/>	
15	<input type="radio"/>	<input type="radio"/>	
16	<input type="radio"/>	<input type="radio"/>	
17	<input type="radio"/>	<input type="radio"/>	
18	<input type="radio"/>	<input type="radio"/>	
19	<input type="radio"/>	<input type="radio"/>	
20	<input type="radio"/>	<input type="radio"/>	
21	<input type="radio"/>	<input type="radio"/>	
22	<input type="radio"/>	<input type="radio"/>	

Allowable Accommodations for IAA

Any accommodation documented in the student's IEP is allowable for use on the IAA. Please review the state-allowed accommodations listed below.

- Environment (e.g., special lighting, adaptive or special furniture - such as a study carrel or carrel desk, noise buffers, special setting, etc.)
 - Opportunity for student to stand, move, and/or pace during the test session
 - Tactile Stimulus (e.g., Braille, raised images, manipulatives, etc.)
 - Large Print
 - Visual Assistance (e.g., templates, rulers, or other devices used to help students keep their place in the test booklets, abacus, color overlays, colored pictures or clipart, magnifiers, etc.)
 - Signing test items
 - Assistive, adaptive, or augmentative technology devices (e.g., amplifiers, communication boards, voice-output devices, etc.)
 - Calculators
 - Read Aloud for reading content area items if the following criteria are met:
 1. The student has a specific disability that severely limits or prevents him or her from decoding text, or from comprehending decoded text, even after varied and repeated attempts to teach the student to do so (i.e., the student is a virtual non-reader, not simply reading below grade level).
- AND*
2. The student has access to printed materials through a human reader or assistive technology device during routine classroom instruction and classroom assessments.
- Other - Accommodations not addressed above that neither negate the purpose of the test nor violate test security concerns (Please see Use of Accommodations, p. 4-7).

What must be done to document the use of IAA accommodations?

On the IAA, each student receiving an accommodation must have the accommodation manually coded on the student score sheet (see sample Boxes below) and then entered into the Online Scoring System. Accommodations will be documented in two parts.

- 1) Accommodations that appear on the student's IEP
- 2) Accommodations provided in the administration of the IAA

Accommodations provided may differ by subject area; therefore, accommodations employed in the administration of the IAA will be recorded by subject area. For example, a student may require tactile stimulus for mathematics, but not reading. The Tactile Stimulus box would be checked only under mathematics. A student may receive multiple accommodations within a content area. In such cases, all appropriate boxes should be checked.

All IAA science and mathematics items have been written to minimize construct irrelevant language load. In addition, item choice presentation and response modes should be consistent with what occurs during instruction, whether due to disability or limited English proficiency, as long as they do not threaten the construct being measured.

ACCOMMODATIONS ON IEP- Teacher Instructions:

Prior to administering the test, please indicate which accommodations are specified in the student's IEP. Select all that apply.

Accommodations listed in the student's IEP:	READING	MATH	SCIENCE
Environment...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to stand, move, and/or pace...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tactile stimulus...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Large print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual assistance...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signing test...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistive, adaptive, augmentative technology devices...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calculator	N/A	<input type="checkbox"/>	N/A
Read Aloud...	<input type="checkbox"/>	N/A	N/A
Other...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ACCOMMODATIONS USED DURING TESTING- Teacher Instructions:

For each subject tested, please indicate which accommodations were used to administer the test to the student. Select all that apply.

Accommodations used to administer the test:	READING	MATH	SCIENCE
Environment...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to stand, move, and/or pace...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tactile stimulus...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Large print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual assistance...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signing test items...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistive, adaptive, augmentative technology devices...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calculator	N/A	<input type="checkbox"/>	N/A
Read Aloud	<input type="checkbox"/>	N/A	N/A
Other...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Allowable ELL Accommodations for PSAE

The accommodations fall into two areas: timing/scheduling and presentation.

Timing/Scheduling

- For Day 1 and Day 2, extended time
- For Day 1 and Day 2, standard time with stop-the-clock breaks
- For Day 1 and Day 2, testing over multiple days

Presentation

- For Day 1 and Day 2, reader script (in English)
- For Day 1 and Day 2, audiocassettes (in English)
- For Day 1 and Day 2, audio DVDs (in English)
- For Day 1 and Day 2, translated verbal test instructions
- For Day 1 and Day 2, Spanish video DVDs for mathematics and science
(see www.isbe.net/assessment/SpDVD.htm for more information)

What is the process to obtain accommodations materials?

If the district plans to use accommodations for students for Day 1 of the PSAE, two forms are available as appropriate:

- Application for *ACT-Approved Test Accommodations-Spring 2012, Prairie State Achievement Examination (PSAE)*. **Applications must be received by ACT on or before Friday, January 27, 2012.** **Note:** ACT-Approved Test Accommodations are available only to students based on documented needs in an Individualized Education Program (IEP) or Section 504 Plan. Students testing with accommodations based on needs due solely to LEP status must use State-Allowed Accommodations, as described below.
- Request for Day 1 *State-Allowed Accommodations-Spring 2012, Prairie State Achievement Examination (PSAE)*. **Requests must be received by ACT on or before Friday, March 9, 2012.** **Note:** Students who request and utilize State-Allowed accommodations forfeit their ACT scores for college and scholarship applications. A parent signature (or acknowledgement by school staff of parental understanding) is required on these applications so that parents and students are aware that PSAE Day 1 scores earned with State-Allowed accommodations are not ACT reportable.

Both forms are available on the Illinois State Board of Education Web site, along with a checklist of important dates. See the link at www.isbe.net/assessment/psae.htm.

If students will test with accommodations on Day 2 of the PSAE, schools must place enrollment counts for accommodations materials on *PSAE Test Sites Online*. Principals receive information about how to access this website in November 2011.

What must be done to document the use of PSAE accommodations?

On the PSAE, each student receiving an accommodation (ELL or otherwise) *must have the accommodation manually coded on the Day 1 ACT answer document and on the Day 2 answer document* (see sample boxes below). Testing staff receive a document entitled, *Answer Document Supplement for Day 1 PSAE, Spring 2012*, which contains details about coding accommodations information.

Day 1 Answer Document – Back Page – Block V – Columns 11, 12, 13, 14, and 15

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 – Side 1 – Grid 7

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)

Accommodations may be allowed for multiple reasons. For example, if the student has both LEP and an IEP which includes state testing accommodations, then both the “IEP Accom” and “LEP Accom” bubbles should be marked.

Resources

- Acosta, B., Rivera, C., Shafer Willner, L. and Staehr Fenner, D. (In Press). *Issues Related to the Accommodation of English Language Learners*. Washington, DC: U.S. Department of Education.
- Francis, D., Lesaux, N., Kieffer, M., & Rivera, H. (2006). *Research-based recommendations for the use of accommodations in large-scale assessments*. Houston, TX: Center on Instruction. Retrieved October 10, 2007, from <http://www.centeroninstruction.org/files/ELL3-Assessments.pdf>.
- Pennock-Roman, M. & Rivera, C. (2007). The Differential Effects of Time on Accommodated vs. Unaccommodated Content Assessments for English Language Learners.
- Rivera, C., Collum, E., Shafer Willner, L., & Sia Jr., J. K. (2006). An analysis of state assessment policies addressing the accommodation of English language learners.
- Shafer Willner, L., Rivera, C. & Acosta, B. (2007). Decision-making practices of urban districts for including and accommodating English language learners in NAEP – School-based perspectives.
- Thurlow, M., Ysseldyke, J., & Silverstein, B. (1993). *Testing accommodations for students with disabilities: A review of the literature (Synthesis Report No. 4)*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Contacts

The first contact should always be your local test coordinator at the building level.

Illinois State Board of Education
100 North First Street
Springfield, IL 62777

www.isbe.net or www.isbe.net/assessment

Student Assessment Division (866) 317-6034

ELL Accommodation Issues: Barry Pedersen at bpederse@isbe.net or Boon Lee at blee@isbe.net

ISAT Issues: Student Assessment Division (866) 317-6034

PSAE Issues: Megan Forness at mforness@isbe.net or psae@isbe.net

Students with IEPs (Accommodations): Jessica Dare at jdare@isbe.net.

Overall Student Assessment Issues: Pooja Agarwal at pagarwal@isbe.net

Division of English Language Learning (program issues): Robin Lisboa at rlisboa@isbe.net