

## Iowa Guidelines for K-12 ELL Participation in District Wide Assessments

**TABLE 1. Accommodations Permissible for ELLs for Districtwide Assessments**

Direct Linguistic Support Accommodations (Presentation Accommodations)		Content Area	Administration Directions/ Requirements
Reference Materials	<p>Provision of English/Native Language Word-to-Word Dictionary</p> <p>(Accommodation D in Appendix C Flow Chart)</p>	Allowable for all content areas <b>except</b> Reading	<p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>Allowed in all content area assessments except Reading</li> <li>Dictionaries that include pictures or full definitions are not allowed</li> <li><b>Electronic and computer translators are not allowed</b></li> <li>Should not be used for the first time during testing</li> </ul> <p><b>Administrative Considerations:</b></p> <ul style="list-style-type: none"> <li>Schools should provide each ELL with access to a paper-based commercial bilingual word-to-word dictionary, if available at the school.</li> <li>A vetted list of paper commercial word-to-word dictionaries allowable on large-scale assessments may be obtained from <a href="http://www.doe.mass.edu/mcas/participation?section=ell">http://www.doe.mass.edu/mcas/participation?section=ell</a>.</li> <li>Test in a separate area or small group with students needing the same accommodation, so that other students are not distracted</li> <li>Provide extended time to allow students appropriate time to use the dictionary</li> </ul> <p><b>Other Considerations:</b></p> <ul style="list-style-type: none"> <li>Each district should standardize the dictionaries allowable for classroom and testing purposes</li> <li>This accommodation is allowed for all subtests as the benefit outweighs the risk of compromised validity</li> <li>Accommodation should reflect like-type classroom instruction</li> </ul>
Test Directions	<p>In English or the student's native language:</p> <ul style="list-style-type: none"> <li>provide written version of written/oral test directions</li> <li>read aloud and/or repeat written and/or oral test directions</li> <li>clarify/simplify test directions (in English only)</li> </ul> <p>(Accommodation B in Appendix C Flow Chart)</p>	Allowable for all content areas	<p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>Limited to test directions, NOT for test items or test questions</li> <li>Clarification/simplification may be provided in English only, not in the native language</li> </ul> <p><b>English Language Administrative Considerations:</b></p> <ul style="list-style-type: none"> <li>For written directions, students should be given ample time to read or re-read directions</li> <li>If written directions are provided in English, directions must be written verbatim from the administration manual</li> <li>Oral directions must either be verbatim or, if involving clarification or simplification, must remain close to the test direction wording. Clarifications and simplifications should not provide clues to test item answers</li> <li>With oral directions, test in a separate area or small group with students needing the same accommodation, so that other students are not distracted</li> </ul> <p><b>Native Language Administrative Considerations</b></p> <ul style="list-style-type: none"> <li>For both oral and written translation of directions, direct translation (not interpretation) from English is essential. The intended purpose of the translation is to be an accommodation rather than a modification of the directions.</li> <li>Proctors may provide a district-approved written version of the test directions in the native language to students who need this accommodation, as available. Not all districts will have the native language version of the test directions to provide for their students.</li> </ul> <p>See # 10 on translator qualifications/administration processes. <span style="float: right;"><b>TOC</b></span></p>

Direct Linguistic Support Accommodations (Presentation Accommodations)		Content Area	Administration Directions/ Requirements
Test Items	<p>Proctor reads aloud parts of tests or complete test verbatim in English</p> <p>(Accommodation C in Appendix C Flow Chart)</p>	Allowable for all content areas <b>except</b> Reading	<p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>Not Allowable for the reading subtest. Other than the directions, the reading test (passages, questions, or answers) cannot be read. Otherwise, the reading test becomes a listening test and invalidates the construct being assessed (i.e., the student's understanding of sound, form, and meaning relationships.)</li> </ul> <p><b>Administrative Considerations:</b></p> <ul style="list-style-type: none"> <li>The read aloud accommodation may be used to read aloud any writing prompts, test questions, and/or answer choices on the mathematics, science, social studies, and language subtests. It is not allowable for the reading subtest</li> <li>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.</li> <li>While the ELL may not need assistance with the entire test, the ELL is allowed to request that specific words, phrases rather than having the entire test read aloud verbatim</li> <li>Student may need to be tested individually in an isolated area             <ul style="list-style-type: none"> <li>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.</li> </ul> </li> <li>Test in a separate area or small group with students needing the same accommodation, so that other students are not distracted             <ul style="list-style-type: none"> <li>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</li> </ul> </li> </ul> <p><b>Other Considerations:</b></p> <ul style="list-style-type: none"> <li>It is the district's decision as to whether this accommodation will be available to students based on local resources</li> <li>It is incumbent on the school to provide this accommodation, not DE.</li> <li>Accommodation should reflect like-type classroom instruction</li> </ul>
<b>Indirect Linguistic Support Accommodations (Timing Accommodation)</b>			
Timing	<p>Provide extended time</p> <p>(Accommodation A in Appendix C Flow Chart)</p>	Allowable for all content areas	<p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>All tests must be completed on or by the end of the test window</li> </ul> <p><b>Administration Considerations:</b></p> <ul style="list-style-type: none"> <li>Any extension of time should occur at the end of, or immediately following, the planned testing session during the scheduled test day.</li> <li>Students who use this accommodation may need a separate place to test. They will take considerably longer to finish than their peers.</li> </ul> <p style="text-align: right;"><b>TOC</b></p>

Table 2. ELL Accommodations Mapped to Student ELP and Literacy Levels

Direct Linguistic Support Accommodations		ELP Levels			Content Area
		Beginning 1 & 2	Intermediate 3 & 4	Advanced 5 & 6 (not exited)	
Reference Materials	<b>Provision of English/Native Language Word-to-Word Dictionary</b> Intent: The intent of this accommodation is to provide linguistic support to students by allowing students to access precise translation of unknown words from English to their native language in a standardized manner. Students who benefit most from this accommodation are students who are able to use a translation dictionary with ease.	○	●	●	Allowable for all content areas <b>except</b> Reading
Test Directions	<b>In English or the student's native language:</b> <ul style="list-style-type: none"> <li>provide written version of written/oral test directions</li> <li>read aloud and/or repeat written and/or oral test directions</li> <li>read aloud and/or repeat embedded test directions</li> <li>clarify/simplify test directions (in English only)</li> </ul> Intent: The intent of these accommodations are to provide test directions (not questions) in writing for students whose reading skills are more developed than their auditory receptive skills. This allows more time for processing language to understand expectations. When provided in the native language, these accommodations provide support to ELLs who may be unfamiliar with American testing procedures.	●	○	■	Allowable for all content areas
Test Items	<b>Read aloud parts of tests or complete test verbatim in English</b> Intent: The intent of this accommodation is to provide linguistic support to ELLs so they can access the content of the test in order to show what they know. It lessens the linguistic load. As long as the test is not measuring reading, it does not adversely affect test validity to read prompts, test questions, and/or answer choices to the student.	●	○	■	Allowable for all content areas <b>except</b> Reading
Indirect Linguistic Support Accommodations					
Timing	<b>Provide extended time</b> Intent: This accommodation reduces the linguistic load for ELL students by providing additional time to process the English language.	●	●	●	content areas Allowable for all

- Highly recommended for use by ELLs at this English language proficiency level
- Recommended for use by ELLs at this English language proficiency level and certain levels of English or native language literacy development.
- Not be appropriate for students at this ELP level; however, the accommodation may be deemed allowable as determined by the decision-making team

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For the entire document go to:

<https://www.educateiowa.gov/sites/files/ed/documents/IowaELLguidelines01-28-2014.pdf>