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Testing Accommodations for English Language Learners: A Review of State and District Policies

John W. Young and Teresa C. King

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Introduction

This report is a review and summary of current information regarding testing accommodations currently used in different states and districts for English language learners (ELLs). The federal No Child Left Behind (NCLB) Act of 2001 requires the inclusion of ELLs in assessments used by the states for accountability purposes. This represents a federal education requirement that did not exist prior to the enactment of NCLB. However, the policies for identification and reclassification of ELLs, appropriate testing accommodations, and testing requirements are state-level decisions. In order to validly and fairly assess the skills of ELL students, testing accommodations are made available where necessary by the states. However, there is no common set of standards across the states as to what are appropriate accommodations permitted for ELLs. Similarities and differences among states regarding ELL testing accommodations are documented in this review. Special attention is given to the ELL accommodation policies for states with high school exit examinations because these are the high-stakes exams, which have the clearest relevance in designing accommodation policies for ELLs in taking the SAT®.

Federal Guidelines

NCLB legislation has major implications for the assessment of ELLs. English language learners, identified as Limited English Proficient (LEP) students in NCLB, are defined as individuals:

- aged 3 to 21 who are enrolled or preparing to enroll in an elementary school or secondary school;
- who were not born in the United States or whose native language is a language other than English;
- who come from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the state's proficiency level of achievement, the ability to successfully achieve in the classroom where the language of instruction is English, or the opportunity to participate fully in society. (P.L. 107-110 9101(25))

Under NCLB, all students, including ELLs, must be included in their state assessment system, and must be included as soon as a student enrolls in school. ELLs are one of the subgroups of students that have a mandated 95 percent participation rule for adequate yearly progress (AYP) purposes. Up to 2 percent of students who are identified as ELLs do not have to be included in any

proficiency category in state assessment scores for AYP. Furthermore, students are permitted to be included in this 2 percent group for up to two years after a student is no longer identified as an ELL.

NCLB requires that in the current 2007-08 school year, states must administer reading/language arts and mathematics assessments on an annual basis in grades 3-8 and once in grades 10-12. In addition, assessments in science must be administered at least once in grades 3-5, 6-9, and 10-12. These requirements mandate that all students, including ELLs, must be assessed in a valid and reliable manner. NCLB further requires that reasonable accommodations be made available for assessments administered to students with limited English proficiency, including to the extent practicable, assessments in the language and form most likely to yield accurate data on what students know and can do in academic content areas. States must identify the languages students speak for which student academic standards and assessments are not available and make every effort to develop such assessments (Lazarin, 2006).

One caveat regarding the NCLB legislation is that there is considerable room for interpretation by local education agencies. States, districts, and local agencies frequently interpret NCLB differently in terms of the identification of ELLs, the inclusion of ELLs on large-scale assessments, and the accommodations permitted for ELLs on assessments.

ELL Identification

Kindler (2002) reported on the findings of the Survey of States: Limited English Proficient Students and Available Educational Programs and Services (SEA Survey), which was completed by state educational agencies (SEAs) on their state, district, or local agency's policy on the identification of ELLs. The information obtained pertained to the 2000-01 academic year. Most states reported using a combination of multiple methods and tests to identify ELLs. All of the methods reported had a high frequency of use by the states. The most frequently documented of the methods was a home language survey, followed by parental information, teacher observations, student records, teacher interviews, referrals, and student grades. Other methods were also reported.

Among the language proficiency tests used for ELL identification and classification, the most popular were the Language Assessment Scales (LAS), the IDEA Language Proficiency Tests (IPT), and the Woodcock-Munoz Language Survey (Woodcock-Munoz). Of the norm-referenced achievement tests, the most commonly used were the Stanford Achievement Test (SAT9) and Iowa Test of Basic Skills (ITBS). Criterion-referenced tests

were used in 21 states, while 19 other states used other types of assessments, including portfolios, cognitive assessments, reading/writing evaluations, and various locally developed tests (Kindler, 2002).

States varied in their ELL reclassification policies as well. There were several methods that were more likely to be used by the 48 SEAs who provided information about students' reclassification rates and practices. Nearly all used some type of formal assessment in the reclassification process. The most common tests were the same ones used to identify ELLs: LAS, IPT, and Woodcock-Munoz. The SAT9, the CTB Terra Nova, and state achievement tests were also used (Kindler, 2002).

It is the responsibility of the district to assess English proficiency and identify students as being ELLs, if necessary. This assessment must measure reading, writing, listening, and speaking skills. Upon review of the ELL identification policies for the 10 school districts with the largest ELL populations (New York (NY), Los Angeles (CA), Chicago (IL), Dade County (FL), Clark County (NV), Broward County (FL), Houston (TX), Hillsborough County (FL), Philadelphia (PA), and Hawaii [Hawaii is a single school district]), it was found that all of the districts' policies were consistent with their state's policy. All districts had plans for ELL identification available on their district Web sites. ELL identification consisted of examining a student's home language and then formally assessing the student's English language proficiency. Districts were less clear about the accommodations they provide to ELLs. This is in part due to the fact that the policies about ELLs are not as extensively documented as the reports and policies provided for students with disabilities. One way to ensure that ELLs received fair and appropriate accommodations is to better describe within the policies about ELLs, the assessments and the accommodations ELLs are permitted to use.

ELL Testing Accommodations

When selecting appropriate accommodations for assessments, certain issues should be considered. Accommodations should not affect the construct being assessed, nor should they differentially benefit those students who are permitted to use the accommodation. English language learners do not have the same accommodation assignment process as students with disabilities, since ELLs do not have the equivalent of Individualized Education Plans (IEPs). ELLs are a particularly difficult group of students for whom to make large-scale decisions, given the diversity of the group. In some sense, it is easier to select appropriate

accommodations for students with disabilities. First, more research has been conducted on the effectiveness and validity of accommodations for specific disability issues. Second, students with disabilities are mandated to have an IEP, which identifies a student's specific disabilities. The process of selecting an accommodation in an attempt to allow students to demonstrate their skills and abilities is much easier and more straightforward with an IEP.

State policies on accommodations permitted for ELLs vary widely from state to state. Rivera, Stansfield, Scialdone, and Sharkey (2000) found that as of 1999, there were 40 states that had ELL accommodations policies, 37 of which were permitted accommodations (as cited in Abedi, Courtney, Mirocha, Leon, and Goldberg, 2005). Accommodations are generally divided into four categories: timing/scheduling, setting, presentation, and response. However, these categories are suitable for the breakdown of accommodations related to students with disabilities but not for ELLs. States initially developed accommodation policies for students with disabilities, and accommodations for ELL students were of secondary concern. In fact, most states still continue to use the traditional accommodation categories developed for students with disabilities with ELLs.

Rivera, Collum, Shafer Willner, and Sia (2006) suggested a more appropriate category breakdown in providing accommodations to ELLs: those with direct linguistic support and those with indirect linguistic support. Direct linguistic support accommodations are those that will affect the test-taker's ability to access the test content by targeting the linguistic features. These accommodations can therefore be delivered in English or in the student's native language. Indirect linguistic support accommodations are those that help the test-taker remove some of the linguistic load by targeting external or nonlinguistic resources, such as the environment or schedule of the test. These accommodations allow the test-taker to access his or her English proficiency more efficiently (Rivera et al., 2006).

In the 2000-01 school year, of the 46 states that specifically addressed accommodating ELL students on state assessments, 28 listed ELL accommodations separately from other accommodations for students who may be eligible to receive accommodations, such as students with disabilities. Rivera et al. (2006) conducted an extensive analysis of states' assessment policies and accommodations permitted in the 2000-01 school year. They found a total of 75 different accommodations in states' policies that are permissible for ELLs. Of the 75 accommodations that are available to ELLs, only 44, or 59 percent of the accommodations, were found to be aligned with the linguistic needs of ELLs (see Appendix A for the complete list of accommodations). Abedi also referred to the same 75 accommodations identified by Rivera et

al. (2006) as being used for ELLs. In his analysis of the appropriateness of each accommodation for ELLs, he found only 11 accommodations to be appropriate (Abedi, 2007).

Francis, Rivera, Lesaux, Kieffer, and Rivera (2006) provided a partial list of accommodations that they believed are responsive to the needs of ELLs. These accommodations included extended time, breaks offered between sessions, bilingual glossaries, bilingual dictionaries, English glossaries, English dictionaries, directions read in English, directions read in the student's native language, directions translated into native language, simplified English, side-by-side bilingual version of the test, test version in the native language, dictation of answers or use of a scribe, and test-taker responses in native language.

Lazarin (2006) reported that the most frequently administered accommodations are extra time, small group or individual administration, separate room administration, directions read aloud or explained, reading aloud of questions in English, use of dictionaries, breaks during test, and oral directions provided in the student's native language. This information was collected from the March 2005 Biennial Evaluation Report to Congress on the Implementation of the State Formula Grant Program, and the data are from the 2000 census. Lazarin (2006) further explains that the most frequently administered accommodations do not correspond with the most efficient or valid accommodation for ELLs. According to the author, one of the few, if not the only, accommodation that has been demonstrated to narrow the achievement gap between ELLs and non-ELLs is the linguistic modification of test items. This accommodation has to do with the process of using simpler and more direct English to ask test questions. However, only 10 states reported using this accommodation. One possibility for the absence of this accommodation in policies may be due to the nature of the accommodation. If a state is considering the creation of an accessible test for students including English language learners, one likely outcome would be to ensure that test materials are not linguistically complex. There would be no need to then add an accommodation to modify the language because it would already be appropriate for ELLs. With the advent of NCLB and the focus on the inclusion of ELLs in assessment, it is expected that as new tests are developed, they will be more accessible from the start, and fewer accommodations will be needed.

State Policies on the Use of Accommodations

The four criteria to facilitate the inclusion of ELLs in accommodated assessments, as defined by Rivera et al., are language-related, academic-related, time-related, and opinion-related (Rivera et al., 2006). Language-related criteria include English language proficiency, students' native language proficiency, language program placement, and primary language of instruction. Academic-related criteria include academic background in home language and performance on other tests. Time-related criteria are the time in U.S. or English-speaking schools or time in the state's schools. Last, opinion-related criteria include parent or guardian opinion or permission and teacher observation and recommendations.

The table shown in Appendix B indicates which states currently require a high school exit examination and what the allowable accommodations are for ELLs on these exams. They are organized by the traditional accommodation categories because that is how many states report their accommodations. Listed are those accommodations that are most applicable toward ELLs.

Recommendations for the Most Appropriate ELL Accommodations

ETS recognizes the importance of questions concerning the appropriateness of testing accommodations for ELLs. While Karantonis (2007) was an ETS summer intern, she conducted an extensive literature review examining the best testing practices for ELLs, including a summary of the research conducted on accommodations used for ELLs. Upon reviewing the research on the validity of accommodations for ELLs, there was not a single accommodation that was found to be "unequivocally reasonable" (Karantonis, 2007, page 60). She advised that further research must be conducted with ELLs to ensure that identification policies, testing conditions, and accommodations selected for use on high-stakes testing are appropriate for ELLs (Karantonis, 2007).

Recommendations for the most appropriate accommodations for ELLs have been suggested by numerous researchers and ELL interest organizations. Partly due to the lack of empirical analysis, there is currently not a consensus in the findings on the most

appropriate accommodations to use with ELLs. The research studies that have been conducted have yielded inconsistent and sometimes contradictory findings. Typically, policy recommendations attempt to guide states in selecting accommodations that are shown to be effective, reliable, valid, and feasible. These categories were first suggested by Abedi, Lord, and Plummer (1997). Further, accommodations should also be linguistically appropriate. There are a number of accommodations currently provided to ELLs that are not related to their ability to demonstrate their academic skills (e.g., providing a large print copy of the assessment will not impact nor improve an ELL student's performance). Some important factors that impact the effectiveness of accommodations are the grade level, subject, and purpose of the assessment, and whether the accommodation has been used previously during classroom instruction. Specifically, it is advisable to only provide an assessment in a student's native language if a student has received classroom instruction in his or her native language (Francis, Rivera, Lesaux, Kieffer, and Rivera, 2006). Further, it is important to consider the degree of English language proficiency that the student has acquired. Abedi and Dietel (2004) found that the linguistic modification of test items was most helpful to students with lower levels of English proficiency. However, providing accommodations, such as linguistic modification or a dictionary for ELLs with greater English proficiency, may affect the validity of the students' test scores, since the construct being assessed may have been altered (Abedi and Dietel, 2004).

Other accommodations that have been found to benefit ELLs include changing the testing conditions, such as allowing extra time, providing dictionaries and glossaries, as well as changing the test itself, such as creating bilingual assessments, native language adaptations, and allowing the student to respond in his or her native language. Bundling of accommodations can also be a good idea; however, the explicit reasons for the bundling of accommodations should be explained. For example, Abedi (2001) found that a glossary of key terms was helpful only when it was provided together with extra time. The accommodations of extra time and reducing the language complexity were also stand-alone accommodations that were found to be beneficial to ELLs. Francis et al. (2006) found evidence to the contrary regarding the effects of simplified English as an accommodation for ELLs. Their findings of the effectiveness varied depending upon grade level, content area, and the nature of the assessment.

Francis et al. (2006) found in a meta-analysis they performed that no accommodation was universally beneficial for allowing ELLs to demonstrate their skills and knowledge. The accommodation that proved to be most helpful among those examined was providing ELLs with English language dictionaries, specifically for

those students who used English language dictionaries during instruction. However, extra time will be needed in addition to make the dictionary accommodation helpful, as pointed out by Abedi (2001).

Summary

At present, states' testing accommodation policies are continuing to evolve. Most important, considerable variation exists across states with respect to the number and types of accommodations that are permitted for ELLs. A survey of states' policies found that the most commonly used accommodations for ELLs were use of audio (oral) directions either in English or in a student's native language; simplifying or repeating test directions; use of bilingual dictionaries (without definitions); extra time permitted; extended breaks during testing; and testing ELL students in a different setting (either individually or in a small group). Of these accommodations, only oral directions and bilingual dictionaries can be used to provide direct linguistic support to ELL examinees. Unfortunately, the research literature currently provides limited and mixed information regarding the effectiveness of each of these accommodations.

For admissions tests such as the SAT, the possible accommodations that could feasibly be provided to ELLs may be limited. For now, allowing extra testing time for ELL examinees would be a reasonable accommodation, particularly since this accommodation is already available to some examinees, such as students with disabilities. A potentially more significant accommodation for the SAT would be to use a bilingual dictionary for the mathematical section only (or on subject tests that do not involve a component of English language proficiency or vocabulary knowledge). Looking ahead, developers of college admissions tests may wish to consider the use of linguistic modification principles for test items, where appropriate. Research on the use of linguistic modification, the effects of which could be experimentally evaluated during the pretesting of items, would be especially informative and may ultimately lead, in the long term, to the most effective testing accommodation available for ELLs.

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Appendix A: Accommodations Designated for ELLs in States' Policies, Classified by Traditional Accommodation Categories (Rivera et al., 2006)

Timing/scheduling

- Test time increased*
- Breaks provided during test sessions*
- Test schedule extended*
- Subtests flexibility scheduled*
- Test administered at time of day most beneficial to test-taker*

Setting

- Test individually administered*
- Test administered in small group*
- Test administered in location with minimal distraction*
- Test administered in familiar room*
- Test-taker tested in separate location (or carrel)*
- Test administered in ESL/bilingual classroom*
- Individual administration provided outside school (home, hospital, institution, etc.)
- Test-taker provided preferential seating*
- Increased or decreased opportunity for movement provided
- Teachers faced test-taker*
- Special/appropriate lighting provided
- Adaptive or special furniture provided
- Adaptive pencils provided
- Adapted keyboards provided
- Person familiar with test-taker administers test*
- ESL/bilingual teacher administers test*
- Additional one-to-one support provided during administration in general education classroom (e.g., instructional assistant, special test administrator, LEP staff, etc.)*

Presentation

- Directions repeated in English*
- Directions read aloud in English*
- Audiotaped directions provided in English*

- Key words or phrases in directions highlighted*
- Directions simplified*
- Audiotaped directions provided in native language*
- Directions translated into native language*
- Cues provided to help test-taker remain on task
- Directions explained/clarified in English*
- Directions explained/clarified in native language*
- Both oral and written directions in English provided*
- Written directions provided in native language*
- Oral directions provided in native language*
- Test items read aloud in English*
- Test items read aloud in simplified or sheltered English*
- Audiotaped test items provided in English*
- Audiotaped test items provided in native language*
- Test items read aloud in native language*
- Audiotaped test items provided in native language
- Assistive listening devices, amplifications, noise buffers, appropriate acoustics provided
- Key words and phrases in test highlighted*
- Words on test clarified (e.g., words defined, explained)*
- Language reference materials (mono- or dual-language dictionaries or glossaries provided)*
- Enlarged print, magnifying equipment, Braille provided
- Memory aids, fact charts, lists of formulas, or research sheets provided
- Templates, masks, or markers provided
- Cues (e.g., arrow and stop signs) provided on answer form
- Acetate shield for page provided
- Colored stickers or highlighters for visual cues provided
- Augmentative communication systems or strategies provided (e.g., letter boards, picture communication

(Continued on next page)

-
- systems, voice output systems, electronic devices)
 - Simplified or sheltered English version of test provided*
 - Side-by-side bilingual version of test provided*
 - Translated version of test directions and/or items provided*
 - Test interpreted for the deaf or hearing impaired or use of sign language provided
 - Electronic translator provided

Response

- Test-taker marks answers in test booklet
- Test administrator transfers test-taker's answers
- Test-taker's transferred responses checked for accurate marking
- Copying assistance provided between drafts
- Test-taker types or uses a machine to respond (e.g., typewriter, word processor, or computer)
- Test-taker indicates answer by pointing or other method
- Papers secured to work area with tape or magnets
- Mounting systems, slant boards, or easels provided to change position of paper, alter test-taker's position
- Physical assistance provided
- Enlarged answer sheets provided
- Alternative writing systems provided (including portable writing devices, computers, and voice-activated technology)
- Test-taker verifies understanding of directions*
- Test-taker dictates or uses a scribe to respond in English
- Test-taker responds on audiotape in English
- Test-taker responds in writing in native language*
- Test-taker responds orally in native language*
- Spelling assistance, spelling dictionaries, spelling and grammar checker provided*

Other

- Out-of-level testing provided
- Special test preparation provided*

* These accommodations were identified by the authors as being ELL-responsive accommodations found in states' policies.

Appendix B: Presentation Accommodations and Modifications for ELLs for States with High School Exit Exams*

	<i>Audio English Math</i>	<i>Audio English Reading/ELA</i>	<i>Audio English Other</i>	<i>Audio English Directions</i>	<i>Audio Translation Math</i>	<i>Audio Translation Reading</i>	<i>Audio Translation Directions</i>	<i>Written Translation Test (not ELA)</i>	<i>Written Translation Directions</i>	<i>Paraphrase/Simplify/Repeat Directions</i>	<i>Orientation Aids</i>
Alabama	A		A		A	A	A				
Alaska	A		A	A			A		A	A	
Arizona	A		A	A			A			A	
California	A	M	A	V			A			A	A
Florida	A		A	A						A	A
Georgia				A						A	
Idaho	A	M	A	A	M	M	A		A	A	A
Indiana	A		A	V							
Louisiana	A		A	A							
Maryland	A	A	A	A							
Massachusetts											
Minnesota	A			A	A				A		A
Mississippi	A		A	A							A
Nevada	A		A	ALL			A			A	
New Jersey							A				
New Mexico	A		A	A	A		A			A	A
New York					A		A	A	A		
North Carolina	A										
North Dakota	A	A	A	A						A	
Ohio					A		A				
Oklahoma							A		A		
Pennsylvania					A	A	A	A			
South Carolina	A	A (with IEP/504)		A			A			A	
Tennessee	A		A	A							
Texas					A	A	A				
Utah	A		A	A	A		A				
Virginia	A	A (with IEP/504)	A	A						A	A
Washington	A		A				A				

*A = Accommodation; M = Modification (the accommodation is provided and affects the construct of what is being measured); V = Variation (the accommodation is provided but not documented as an accommodation); ALL = Automatically provided to all examinees.

Appendix C: Response, Timing, and Scheduling Accommodations and Modifications for ELLs for States with High School Exit Exams*

	<i>Oral Response in Native Language</i>	<i>Oral Response in English</i>	<i>Scribe</i>	<i>Mark Answers in the Test Booklet</i>	<i>English-Native Language Dictionary (No Definitions)</i>	<i>Glossary</i>	<i>Extra Time</i>	<i>Breaks</i>	<i>Multiple Test Days</i>	<i>Optimal Time of Day/Week</i>
Alabama					A	A		A	A	
Alaska					A	A	A	A	A	
Arizona					A		ALL			
California		A	A	V	M	A	A	A	A	A
Florida		A	A	A			A	A	A	A
Georgia		A	A	A			A	A		A
Idaho	A (Except Writing)	A	A		A		A	A	A	A
Indiana					A		A	V	V	
Louisiana					A		A	A	A	
Maryland			A	A	A		A	A	A	A
Massachusetts					A					
Minnesota			A (Math only)		A (Math only)					
Mississippi	A		A	A	A		A	A	A	A
Nevada							A (Except Writing)			
New Jersey					A		A			
New Mexico	A		A		A					
New York	A (Written response)				A	A	A			
North Carolina					A		A		A	
North Dakota										
Ohio					A		A			
Oklahoma			A	A	A					
Pennsylvania					A					
South Carolina					A		A	A		
Tennessee					A (Except English)					
Texas					A	A				
Utah					A (Word List)		A	A		
Virginia		A			A			A	A	A
Washington					A (Regular dictionary/thesaurus)					

*A = Accommodation; M = Modification (the accommodation is provided and affects the construct of what is being measured); V = Variation (the accommodation is provided but not documented as an accommodation); ALL = Automatically provided to all examinees.

(Continued on next page)

Appendix D: Setting and Other Accommodations and Modifications for ELLs for States with High School Exit Exams*

	<i>Individual Carrel or Study Enclosure</i>	<i>Separate Room with Direct Supervision</i>	<i>Small Group Setting</i>	<i>Preferential Seating</i>	<i>Administration by Familiar Administrator, an ESL or Native Language Teacher</i>
Alabama			A		
Alaska	A	A			A
Arizona	ALL		A		ALL
California	V	V			
Florida	A			A	
Georgia	A	A	A	A	A
Idaho	A	A	A	A	
Indiana		V	V		V
Louisiana	A		A		A
Maryland	A			A	
Massachusetts					
Minnesota					
Mississippi	A		A	A	
Nevada	A		A		A
New Jersey					
New Mexico					
New York					
North Carolina		A			
North Dakota					
Ohio					
Oklahoma		A	A		
Pennsylvania					
South Carolina	A		A		A
Tennessee					
Texas	A		A		
Utah	A				
Virginia	A	A	A	A	
Washington					

*A = Accommodation; M = Modification (the accommodation is provided and affects the construct of what is being measured); V = Variation (the accommodation is provided but not documented as an accommodation); ALL = Automatically provided to all examinees.

(Continued on next page)

Appendix E: Sources for States' Accommodations Policies*

State	Source
Alabama	Accommodation information for ELLs and/or the state graduation exam were not found on the state's Web site. The accommodations listed above are from the most recent document available: Kober, N., Zabala, D., Chudowsky, N., Chudowsky, V., Gayler, K., and McMurrer, J. (2006) <i>State High School Exit Exams: A Challenging Year</i> . Center on Education Policy, CEP, August 2006. This report is available online: http://www.cep-dc.org/index.cfm?fuseaction=Page.viewPage&pageId=493&parentID=481 . State Department of Education Web site: www.alsde.edu .
Alaska	From: Participation Guidelines for Alaska Students in State Assessments Alaska Department of Education and Early Development. Alaska Department of Education and Early Development, June 2005. http://www.eed.state.ak.us/tls/assessment/participation_guidelines/ParticipationGuidelinesJune2005Final.pdf . Most recent document available online and most comprehensive list of ELL accommodations in state found online.
Arizona	Most recent information on the Internet from "Testing Accommodations: Guidelines for 2006-2007, January 2007." http://www.ade.az.gov/standards/aims/Administering/TestingAccommodations2006-07.pdf .
California	Most recent accommodation list available online. The list provides accommodations specifically for the CAHSEE: http://www.cde.ca.gov/ta/tg/sa/documents/matrix5.pdf .
Florida	From the most recent online document of FCAT accommodations: http://www.fldoe.org/ese/pdf/descfcat.pdf . www.myfloridaeducation.com .
Georgia	The accommodations listed are permitted for students with disabilities for the GHSQT. No accommodations for ELLs were found. This online document with the list of accommodations is from 2006. The accommodations are specifically for the GHSQT. The online document is the "Accommodations Manual: A Guide to Selecting, Administering, and Evaluating the Use of Test Administration Accommodations for Students with Disabilities. ELLs are NOT mentioned in the document. It is available online: http://public.doe.k12.ga.us/DMGetDocument.aspx/Accommodation%20Manual%202011-06.pdf?p=6CC6799F8C1371F62D0948E73C350F5B237D891463B97C808A456896E502E0A5&Type=D .
Idaho	The accommodations are statewide allowable accommodations for ELL students who have an Educational Learning Plan (ELP) on file. Specific accommodations for the ISAT are found in the ISAT testing manual, which is not available online. These accommodations and guidelines are in: "Test Coordinator's Guide, Idaho Statewide Testing Program, 2006." This manual is available online: http://www.boardofed.idaho.gov/saa/documents/TestCoordGuide_04-10-07.pdf . www.boardofed.idaho.gov/saa/index.asp .
Indiana	The accommodations listed are allowable accommodations for ELL students as specified in a student's Individual Learning Plans (ILP). The accommodations and policies are from the "Fall 2006 ISTEP+ Accommodations for LEP Students Source: 2006-07 ISTEP+ Program Manual, Appendix C." This manual is available online: http://www.doe.state.in.us/lmmp/pdf/lep_istep_accomodations.pdf . State Department of Education Web site: www.doe.state.in.us/istep/welcome.html .
Louisiana	The accommodations are from the most recent document available online. They are accommodations specifically identified for ELL students specifically for the GEE as stated in the "Section 1: The Louisiana Educational Assessment Program LEAP 21/GEE 21 2002-2003 Annual Report." The report is available online: http://www.louisianaschools.net/lde/uploads/1703.pdf . Louisiana reports ELL accommodations separately from SWD accommodations, and specifically for the GEE. State Department of Education Web site: www.louisianaschools.net .
Maryland	The accommodations are from the most recent document available online. They are accommodations specifically identified for ELL students as stated in the "2006-2007 Maryland Accommodations Manual for use in Instruction and Assessment Official as of 10/01/2006." This manual is available online: http://www.mdk12.org/share/pdf/AccommodationsManual.pdf . State Department of Education Web site: www.mdk12.org .
Massachusetts	The information was retrieved from "The Massachusetts Comprehensive System: Requirements for the Participation of Students with Limited English Proficiency in MCAS and MEPA Spring 2007 Update" This information is available online: http://www.doe.mass.edu/mcas/participation/lep.pdf . There is an additional report that identifies allowable accommodations for students with disabilities as stated in his or her IEP or 504 plan. However, nowhere in the document does it mention that ELL students may receive the accommodations as well. Please refer to: "The Massachusetts Comprehensive System: Requirements for the Participation of Students with Disabilities in MCAS Spring 2007 Update." State Department of Education Web site: www.doe.mass.edu/mcas .

State	Source
Minnesota	Accommodations specified are identified as ELL accommodations for Minnesota state assessments in the report "Procedures Manual for the Minnesota Assessments 2006-2007 Published February 26, 2007" produced by the Minnesota Department of Education, Assessment and Research Department. Document available online: http://education.state.mn.us/mdeprod/groups/Assessment/documents/Manual/011664.pdf . Minnesota reports the ELL accommodation separately from SWD accommodations. State Department of Education Assessment and Testing Web site: www.education.state.mn.us/mde/Accountability_Programs/Assessment_and_Testing/index.html .
Mississippi	The accommodations listed were found in the "Mississippi Guidelines for English Language Learners: Policies, Procedures, and Assessments (2005)" available online: http://www.mde.k12.ms.us/acad1/programs/ell/ell_guidelines_2005.pdf . Mississippi reports the ELL accommodation separately from SWD accommodations. State Department of Education Assessment and Testing Web site: www.mde.k12.ms.us/acad/osa/satp.html .
Nevada	The accommodations listed are from the "LEP Accommodations Form" for the 2006-07 school year found on the Nevada Proficiency Examination Program (NPEP) Resources page of the Nevada Department of Education Web page available online: http://www.doe.nv.gov/statetesting/npep.attachment/307343/LEP_Accommodations_Form.doc . Nevada reports the ELL accommodation separately from SWD accommodations. State Department of Education Assessment and Testing Web site: www.doe.nv.gov/statetesting/hsprofexam.html .
New Jersey	The accommodations listed are from the Testing Accommodations Web page of the Assessment and Evaluation section of the State of New Jersey Department of Education Web page available online: http://www.nj.gov/education/assessment/accommodations . Accommodations for SWD are listed online separate from accommodations for ELLs. It is unclear if and what other accommodations are permitted for ELLs. However, the longer list of accommodations for SWD does not mention ELLs are permitted to use as well. State Department of Education Assessment and Testing Web site: www.nj.gov/njded/assessment/hs .
New Mexico	The accommodations listed are from the 2006-2007 New Mexico Statewide Assessment Program (NMSAP) Procedures Manual available online: http://www.ped.state.nm.us/div/acc.assess/assess/dl/2006-2007%20NMSAP%20Procedures%20Manual_Final2.pdf . New Mexico reports the ELL accommodation separately from SWD accommodations.
New York	The accommodations were obtained from a Memorandum addressed to the New York principals of public and nonpublic schools from Steven Katz, Director of State Assessment, Office for Standards, Assessment and Reporting, titled Administration of the January 2007 Regents Examinations and Regents Competency Tests available online: This is the most recent document listing ELL accommodations on the Regents available online: http://www.emsc.nysed.gov/osa/hsgen/det517s-107.htm . New York reports the ELL accommodation separately from SWD accommodations. State Department of Education Web site: www.emsc.nysed.gov/osa .
North Carolina	The accommodations listed are from the North Carolina Test Coordinator's Handbook available online: http://www.dpi.state.nc.us/docs/accountability/policyoperations/stcHandbook.pdf . They are specifically for ELLs for the North Carolina High School Comprehensive Test. State Department of Education Web site: www.ncpublicschools.org .
North Dakota	The accommodations are North Dakota State Assessment Test Coordinator's Manual, Fall 2006 available online: http://www.dpi.state.nd.us/testing/assess/AppendE.pdf . North Dakota reports ELL accommodations separately from SWD accommodations.
Ohio	Accommodation information for ELLs and/or the state graduation exam were not found on the state's Web site. The accommodations listed are from the most recent document available: Kober, N., Zabala, D., Chudowsky, N., Chudowsky, V., Gayler, K., and McMurrer, J. (2006) <i>State High School Exit Exams: A Challenging Year</i> . Center on Education Policy, CEP, August 2006. This report is available online: http://www.cep-dc.org/index.cfm?fuseaction=Page.viewPage&pageId=493&parentID=481 . State Department of Education Web site: www.ode.state.oh.us/proficiency/ogt/default.asp .
Oklahoma	Accommodation information for ELLs and/or the state graduation exam were not found on the state's Web site. The accommodations listed are from the most recent document available: Kober, N., Zabala, D., Chudowsky, N., Chudowsky, V., Gayler, K., and McMurrer, J. (2006). <i>State High School Exit Exams: A Challenging Year</i> . Center on Education Policy, CEP, August 2006. This report is available online: http://www.cep-dc.org/index.cfm?fuseaction=Page.viewPage&pageId=493&parentID=481 . State Department of Education Assessment and Testing Web site: http://title3.sde.state.ok.us/studentassessment .
Pennsylvania	The accommodations above are from the 2007 Accommodations Guidelines available online: http://www.pde.state.pa.us/a_and_t/lib/a_and_t/2007AccommodationsGuidelines.pdf . These accommodations are specified as the most appropriate for ELLs.

State	Source
South Carolina	The accommodations listed are specified for ELLs from the "High School Assessment Program Spring 2007 Test Administration Manual For School Test Coordinators and Test Administrators" available online: http://www.ed.sc.gov/agency/offices/assessment/programs/hsap/documents/HSAPSpring07TAM.pdf .
Tennessee	The accommodations listed are specified for ELLs from the "2006-2007 English Language Learner Accommodations and Exclusion" document available online: http://tennessee.gov/education/assessment/doc/2007_ELL_Accom.pdf . Accommodations are listed separately for different tests. ELL accommodations are reported separately from SWD accommodations.
Texas	The accommodations are obtained online from "Texas Assessment of Knowledge and Skills (TAKS) Coordinator Manual, 2006". http://www.tea.state.tx.us/student.assessment/resources/guides/coormanual/taks06.pdf . The accommodations listed were not specific to ELLs. State Department of Education Assessment and Testing Web site: www.tea.state.tx.us/student.assessment .
Utah	Accommodations above are from the "Utah Performance Assessment System for Students 2007-2008 Assessment Participation and Accommodations Policy." Available online: http://www.schools.utah.gov/eval/documents/Special_Needs_Accommodations_Policy.pdf . ELL accommodations are listed separately from SWD accommodations.
Virginia	The accommodations listed are specific to ELLs. They were retrieved from the "Virginia Standards of Learning Assessments, Limited English Proficient Students: Guidelines for Participation in the Virginia State Assessment Program" report available online: http://www.pen.k12.va.us/VDOE/Assessment/LEPStudentsparticipationguidelines.pdf .
Washington	Information is supposed to be able to be obtained from the <i>Guidelines for Participation and Testing Accommodations for Special Populations in State Assessment Programs</i> . At the following Web site: www.k12.wa.us/specialEd/Assessment.aspx . State Department of Education Assessment and Testing Web site: www.k12.wa.us/assessment/wasl/overview.aspx .

* URLs were found during the months of June through August of 2007 and may now link to sources that are no longer available or obsolete.

