

APPENDIX C

TESTING ACCOMMODATIONS FOR STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS (ELL)

Oklahoma defines a limited English language learner (ELL) as a student who has a primary language other than English and is not proficient in listening, speaking, reading, writing, or comprehension in the English-speaking classroom as determined by a language assessment instrument. A student is required to pass an assessment as “proficient” to exit ELL status. This definition applies to both Title I and Title III.

All ELL students are required to be assessed annually for English language proficiency in the domains of listening, speaking, reading, and writing, using the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) test.

Accommodations are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known.

According to the Oklahoma Administrative Code (OAC 210:10-13-2), students identified as ELL may be provided acceptable accommodations, for which the need is to be determined by the local school district. Accommodations must be those normally employed as part of classroom instruction on a regular basis. Given this stipulation, the following are the only accommodations approved by the SDE for use by students who are ELL in the OSTP:

1. ***Provide the assistance of a qualified translator to translate or clarify test instructions or test items that do not assess reading competency if a translator has been used in classroom instruction on a regular basis.**** A qualified translator is a person who has a high proficiency in both English and the child’s native language, and who also has some familiarity with the instructional and assessment context before working with the child and text. Translations must maintain as much fidelity to the original text as possible. Paraphrasing which modifies the concept or construct being tested, either by taking away or adding to the original text, will either unfairly disadvantage or advantage the student who is an ELL. ***Alternatively, audiotapes of instructions and test items made by a qualified translator may be used when a qualified translator cannot be physically present at the time of testing. The District Test Coordinator must destroy tapes.*** Some sources for locating qualified translators are: local community colleges and universities, private English-language schools for college-level foreign students, adult English-as-a-second-language programs, private translation services, hospitals, businesses dealing with non-English-speaking countries, etc.
2. ***The Test Administrator and/or translator must transcribe answers into a standard scorable answer document/test book. For the Writing test, a student’s response may NOT be transcribed from another language into English.***
3. ***Read aloud, simplify, repeat, and clarify test instructions in English. Also, test items may be read aloud and repeated in English if the test is not a Grades 3–8 Reading, ACE English II or ACE English III, or OMAAP English II multiple-choice test. A read aloud should never be used in a group larger than 5 students.***
4. ***Provide small group (no more than five students) or individual testing opportunities.*** This may include changing the location of test administration and allowing a bilingual/ESL teacher to administer the test. A TP must be provided in all testing situations, including individual testing.
Allow students as much time as necessary to complete the test. Administer subject-area subtests over several sessions except Grades 5 and 8, ACE English II, ACE English III, OMAAP English II Writing tests. Without prior instruction in test-taking strategies, even this accommodation may be of limited value.
5. ***Provide word-to-word dictionaries*** (dictionaries that do not give word definitions).

In all cases, accommodations must maintain the validity of the test. Accommodations should be carefully selected for students who are ELL ***based on their individual needs and whether or not they have been introduced to the student and used prior to taking the test in an instructional setting.*** Too many accommodations introduced too late actually hamper student performance rather than “level the playing field” as desired.

This list specifically addresses accommodations for ELL students. However, it is possible that an ELL student may also be identified as a Special Education student and be on an Individual Education Program (IEP). These students must be afforded accommodations for IEP students. Please refer to the list of accommodations in Appendix B.

Note: A TP must be present for all administrations of the OSTP (including small-group administrations) and is required to sign the Test Administrator/Proctor Test Security Form.