

**Accommodations List for Students Who Are English Language Learners (ELL)**

The following are the **only** accommodations allowed for ELL students:

<b>Code</b>	<b>Invalidates</b>	<b>Administration Accommodations</b>	<b>Description</b>
04	✓	Oral reading of assessment <i>(Not permissible for Communication Arts Assessment) (See Note 1.)</i>	The Test Examiner reads items verbatim to the student in an isolated setting so that other students will not benefit or be disturbed.
11	✓	Oral reading in native language <i>(Not permissible for Communication Arts Assessment) (See Note 1.)</i>	
		<b>Timing Accommodations</b>	<b>Description</b>
20		Extended time to complete strictly timed sessions <i>(See Note 2.)</i>	ELL students may need to complete the assessments over more than one test period.
21		Administer test using more than allotted periods	Dates for taking the Grade-Level Assessments must occur within the testing window.
22		Other: Specify	Other timing accommodations.
		<b>Response Accommodations</b>	<b>Description</b>
35		Use of scribe to record student response in test booklet	The student conveys verbal responses to a scribe in an isolated, individual setting so that other students cannot benefit or be disturbed. The scribe cannot suggest ideas, words, or concepts. The scribe records the student's answers verbatim. The student should indicate capitalization and punctuation if language mechanics are being assessed.
		Oral response	The student provides an oral response to the Test Examiner.
43	✓	Use of bilingual dictionary <i>(Not permissible for Communication Arts Assessment) (See Note 1.)</i>	
		<b>Setting Accommodations</b>	<b>Description</b>
50		Testing individually	The room should be free of noises, conversation, and distractions from adjoining rooms. Individual testing is appropriate when, for example, responses are given orally or questions are paraphrased.
51		Testing with small groups	The location should be free of noises, conversation, and distractions from adjoining rooms. Students may not interact with one another about questions or answers. The Test Examiner must be present at all times. Testing in small groups is not appropriate for students who give responses orally or require paraphrasing of questions.
53		Other: Specify	Other setting accommodations.

**NOTES**

**Note 1:** *Oral reading, oral reading in native language, or signing during any Communication Arts Assessment will result in the LOSS (Lowest Obtainable Scale Score). The use of a bilingual dictionary during the Communication Arts Assessment will result in the LOSS (Lowest Obtainable Scale Score).*

**Note 2:** *If used, the student score cannot be compared with scores generated under standard conditions.*

Accommodations List for Students with Disabilities			
Code	Invalidates	Administration Accommodations	Description
01		Braille edition of assessment	Braille editions of the assessment require special processing. Consult the Braille edition test materials for specific instructions.
02		Large Print edition of assessment	Large Print editions of the assessment require special processing. Consult the Large Print test materials for specific instructions.
04	✓	Oral reading of assessment. (See Note 1.)	The Test Examiner reads items verbatim to the student in an isolated setting so that other students will not benefit or be disturbed.
04		Oral reading of assessment to Blind/Partial Sight students. (See Note 1.)	The Test Examiner reads items verbatim to the student who cannot read Braille in an isolated setting so that other students will not benefit or be disturbed.
05		Signing (See Note 1.)	A certified sign language interpreter or deaf education instructor may sign directions for the Communication Arts Assessments. The Mathematics and Science Assessments may have both directions and the test items signed for students.
06	✓	Paraphrasing (See Note 2.)	The Test Examiner paraphrases questions to help student understanding in an isolated setting. Terms may be defined as long as they: 1) are not the actual concept or content being assessed, 2) would not give clues, or 3) would not disclose the answer.
10		<b>Other administration accommodations</b>	
		Use of assistive devices	An assistive device that permits a student to read and/or respond to the assessment is used. Examples of assistive devices include computers that assist students with fine-motor problems, text enlargers that enable students to independently read and answer test questions, or augmentative communication devices.
		Use of visual aids: Specify	Visual aids include any type of optical or non-optical devices used to enhance visual capability. Examples of visual aids include bold-line felt-tip markers, lamps, filters, bold-lined paper, writing guides, or other adaptations that alter the visual environment by adjusting the space, illumination, color, contrast, or other physical features of the environment.
		<b>Timing Accommodations</b>	<b>Description</b>
20		Extended time to complete strictly timed sessions. (See Note 3.)	Extended time to complete strictly timed sessions is allowed for a student whose disability may cause him/her to be unable to meet time constraints.
21		Administer assessment using more than allotted periods	Students with disabilities may need to complete the assessments over more than one test period as a result of fatigue and/or loss of concentration. Some students may require additional breaks. Dates for taking the Grade-Level Assessment must occur within the testing window.
22		Other: Specify	Other timing accommodations
		<b>Response Accommodations</b>	<b>Description</b>
35		Use of scribe to record student response in test booklet	The student conveys verbally or signs responses to a scribe in an isolated, individual setting so that other students cannot benefit or be disturbed. The scribe cannot suggest ideas, words, or concepts. The scribe records the student's answers verbatim. The student should indicate capitalization and punctuation if language mechanics are being assessed.
		Student taped response	The student speaks responses into a tape recorder in an isolated setting so that other students cannot benefit or be disturbed. The test examiner must be present at all times.
		Signed response	The student uses sign language to convey responses. A certified sign language interpreter or deaf education instructor records responses.
		Pointing to respond	The student points to correct responses and the administrator records responses in the Grade-Level Assessment test book.
		Oral response	The student provides oral responses to the Test Examiner.
		Use of a Braille	A student records responses using a Braille. Examples of a Braille include a Braillewriter, a slate and stylus, or an electronic Braille note taker.
		Use of a communication device	The student uses a communication device to provide responses to the Test Examiner.
		Use of a computer/word processor/typewriter to respond	The student uses a computer/word processor to write the responses. (Provide a non-networked computer to avoid inappropriate use of the computer to access answers.) The student uses a typewriter to write the responses.
39		Use of a calculator/math table/ abacus	In sessions of the Grade-Level Assessment in which calculators are allowed, the accommodation code should not be marked. The use of a calculator represents an accommodation when it is used on a section of the assessment for which calculator use is not allowed. Students may use talking calculators, but only in an isolated setting. Students may use tables to assist in simple addition, subtraction, multiplication, and division facts using whole numbers. Students may use an abacus to perform mathematical computations by sliding beads along rods.
44		Other: Specify. (See Note 4.)	Other response accommodations
		<b>Setting Accommodations</b>	<b>Description</b>
50		Testing individually	The location should be free of noises, conversation, and distractions from adjoining rooms. Individual testing is appropriate when, for example, responses are given orally or questions are paraphrased.
51		Testing in small groups	The location should be free of noises, conversation, and distractions from adjoining rooms. Students may not interact with one another about questions or answers. The Test Examiner must be present at all times. Testing in small groups is not appropriate for students who give responses orally or require paraphrasing of questions.
53		Other: Specify	Other setting accommodations

#### NOTES

**Note 1:** Oral reading, oral reading in native language, or signing during the Communication Arts Assessment will result in the LOSS (Lowest Obtainable Scale Score). The use of a bilingual dictionary during the Communication Arts Assessment will result in the LOSS (Lowest Obtainable Scale Score). Students identified as blind/visually impaired (who do not read Braille) may use the oral reading accommodation if it is their primary instructional method.

**Note 2:** Paraphrasing test questions invalidates all Grade-Level Assessment student scores for accountability purposes.

**Note 3:** If used, the student score cannot be compared with scores generated under standard conditions.

**Note 4:** Use of magnifying equipment, amplification equipment, graph paper, and testing with the teacher facing the student are not listed as accommodations because these are no longer required to be reported as accommodations for the Grade-Level Assessments.