Considerations For EL Assessment Supports and Accommodations

Thought leaders (English language development educators, content experts, and administrators) should carefully consider and identify assessment supports that meet the specific needs of all ELs to ensure access to Idaho's comprehensive assessment system. This requires a focused process of collaboration and planning. This document outlines a number of supports that may specifically address the needs of ELs during testing.

To identify the appropriate language supports for ELs on each one of the state assessments, thought leaders should evaluate:

- literacy skills in a native language
- English literacy skills
- oral English language skills
- primary language of instruction
- accommodations provided and used during classroom instruction

ELs should be familiar with how to utilize the selected supports prior to providing them on an assessment. Each state assessment has specific supports which are designed to allow all students equal access. Outlined below, is specific guidance on types of supports thought leaders should consider when identifying assessment supports for English learners. Supports and accommodations should be documented within the student's Individual Language Learning Plan (ILLP). Hyperlinks to specific test manuals and support guidelines is also provided.

Idaho Standards Achievement Test

Once a need has been identified, there are multiple types of linguistic supports that are available on the Idaho Standards Achievement Test (ISAT). Figure 1 of the Usability, Accessibility, and Accommodations Guidelines outlines three different categories of support provided on the ISAT. Explicit details of linguistic and Spanish supports, accommodations and how to assign them are outlined in the Usability, Accessibility, and Accommodations Guidelines, Embedded Supports and Accommodations Quick Start Guide, and ISAT Test Administration Manual. An overview of the types of linguistic supports available on the ISAT are provided below.

Printed Word-to-Word Bilingual Dictionaries

Bilingual dictionaries provide the word-to-word translations. They do not provide a definition of the targeted word. Students may require more time to complete an assessment if this support is utilized.

Stacked Translations

Stacked translations in Spanish are available on the ISAT Math and Science (Science anticipated release - spring 2022) only. Stacked Spanish translations are appropriate for a student who has demonstrated a high degree of literacy skills in Spanish on a recognized Spanish literacy measure and whose primary language is not English. Using stacked translations allows students equitable access to content area tasks

so they can use their acquired knowledge and apply it to a presented task. Educators should be aware that this type of presentation support increases both the reading and cognitive load of each test item and may result in the student needing more time to complete the assessment. ELs (L1, LE, or EW) with an overall proficiency level of entering through emerging (1.0 – 2.9) on the WIDA Screener Online, WIDA Screener Paper, or ACCESS, should be considered for this designated support.

Spanish Read Aloud

Spanish read aloud support allows a student to work with a qualified test reader to have either test stimuli, questions, or both read to the student in Spanish. Students who have difficulty reading may need assistance with accessing the assessment. This is appropriate for only a small number of students within the state who have difficulty reading text on a device or need one-on-one support. Test readers are allowable across all grades as a designated support for mathematics stimuli and items and ELA items as appropriate (not ELA reading passages). Test readers are allowable for ELA reading passages in addition to items as a documented accommodation in all grades. This support should be provided to the student in a separate setting. Details on how to appropriately use this support are found in the Read Aloud Guidelines in Spanish.

Translated Glossaries

Translated glossaries are language supports which provide students with selected construct irrelevant terms for math (e.g. a story problem which involves volume and juicing apples might have a glossary translation for the machine doing the juicing; a juicer). This support is only available on the ISAT Math assessment. Translations of terms appear visually and have the option of being presented aurally when the terms are selected. This support should be considered for use with students who have an intermediate to high language proficiency in one of the translated languages provided. The student should have an intermediate (developing 3.0 – 3.9 or expanding 4.0 – 4.9) English language proficiency when considering this support. Refer to Instructions For Using Embedded English and Translation Glossaries document for a list of available languages.

Idaho Reading Indicator (IRI)

Specific accessibility features on the IRI should be considered for all students and in particular ELs who have very limited exposure to the English language prior to testing. Below is a list of accessibility features that thought leaders should consider for ELs when they are developing an ILLP. A complete list of supports can be found in the Idaho Reading Indicator Test Administration Manual.

Teacher Modeling

Teacher modeling is an embedded universal tool which modeling is used to navigate the assessment through a modeling application. This embedded feature ensures students understand what to do when different tasks are presented. This universal tool is available for all subtests and should be utilized prior to the test administration regardless of an ELs ELP level.

Student Modeling

Student modeling is much like the embedded universal tool of teacher modeling but allows the student the opportunity to practice navigating the test platform. This universal tool is available for all subtests and should be utilized prior to the test administration regardless of an EL's ELP level.

Spanish Directions

Spanish directions is a designated support which presents the task directions of each subtest in Spanish. This support can be assigned behind the login once thought leaders have identified the student need. This support is available as an embedded and non-embedded feature. Teams should consider this support if the student has a very limited understanding of the English language. If an EL receives an overall entering to emerging (1.0 – 2.9) English language proficiency score on the WIDA Screener Online, WIDA Screener Paper, or ACCESS, Spanish directions should be considered. Moreover, Kindergarten and grade one students who receive scores below a 29 on the listening and speaking portion of the Kindergarten W-APT, should also be considered for this support during test administration.

SAT/PSAT

All identified ELs enrolled in Idaho are eligible for to use three language supports on the SAT and PSAT. These supports are outlined below. More information is found on the College Board Testing Supports for English Learners website.

Translated Test Directions

Translated test directions are available in 13 languages: Spanish, Albanian, Arabic, Bengali, Gujarati, Portuguese, Polish, Chinese, Haitian-Creole, Hindi, Russian, Urdu and Vietnamese. These translated directions are available on the SAT School Day and PSAT 10. Download the translated directions through the links provided and give them to students on test day. It is not necessary to request these in Services for Students with Disabilities (SSD) online portal.

Printed Word-to-Word Glossaries

Word-to-word glossaries (bilingual word-to-word glossaries) students use on test day must be from the College Board's approved list. Schools will provide the necessary glossaries to students on test day, collecting them when testing is complete. It is not necessary to request these in SSD Online.

50% Extended Time

50% extended time adds time to each test session. To ensure student scores are processed correctly and on time, SSD coordinators must login to the SSD online portal and request extended time under the EL Supports tool. Follow the tool's instructions to submit requests. The student's use of this support should be based on previously documented needs. However, this documentation does not need to be submitted to the College Board (or when requesting use in the EL Supports Tool) prior to use on the test. After requests are approved, students' names will be listed on the school's Nonstandard Administration Report so coordinators know the correct room assignments.

ACCESS for ELs

Considerations For English Learners
Assessment Support & Accommodations

Due to the nature of the English Language Proficiency Assessment (ACCESS), the assessment does not provide any linguistic supports. Other supports are however, allowed that may provide more equitable access for students with an identified need. The WIDA Accessibility and Accommodations Supplement reviews the supports and accommodations that may be assigned to students once a need has been identified. Supports considered to be administrative considerations and/or accommodations, should be marked in the WIDA Assessment Management System (AMS) prior to the test administration. Below are some of the more commonly considered supports thought leaders may consider when preparing for the test.

Practice Testing

Practice testing is important to provide ELs opportunities to become familiar with the test format, item types, how to select answers, and other procedural aspects of test-taking before the test administration. These practice opportunities make it likely that students will be able to focus more effectively on demonstrating what they know and can do on the English language proficiency test. Different grade-level practice tests, test demos, and sample items, can be found on the WIDA AMS at the bottom of the login page under "Public Test Resources".

ACCESS Paper - Test Mode

Paper-based ACCESS or WIDA Screener assessment may be more appropriate for a student for a variety of reasons. Some instances where a paper-based test may be more appropriate is if the student has had limited instances interfacing with technology or has a very low ELP (1.0-1.9). In these circumstances, using the paper-based test should be considered on an individual basis and dependent on the needs of the student. Students in grades 4-12, must complete the entire assessment on paper if this support is assigned. Idaho does not allow for mixed assessment modes.

Verbal Redirection

Verbal redirection allows test administrators to verbally redirect a student's attention to the test when a student is demonstrating off task behaviors. The verbal redirection can be given in English or the student's native language. Care must be taken not to coach or assist the student. Verbal redirection should be provided quietly without disturbing other students in the testing environment.