TESTING ACCOMMODATIONS FOR ENGLISH LEARNERS

This document has been prepared with the purpose of providing English Learners equitable access during instruction and assessment; mitigate the effects of a student's English learner status; promote learning or performance expectations; preserve the construct being assessed; and maintain the integrity or validity of tests and assessments.

This document is intended as a "quick guide" and teams are encouraged to consult and determine the reasonable accommodations on an individual-case basis when appropriate.

A link to accessibility manuals has been provided for detailed information on state tests accommodations and MAP tests (NWEA).

TYPE OF ASSESSMENT	OVERALL PROFICIENCY LEVEL IN MOST RECENT OELPS/OELPA 1 Emerging	OVERALL PROFICIENCY LEVEL IN MOST RECENT OELPS/OELPA 2 Progressing	OVERALL PROFICIENCY LEVEL IN MOST RECENT OELPS/OELPA 3 Proficient
Classroom-based Assessments	Electronic / on-line dictionaries Translated materials Extra time Word-to-word dictionary	Electronic / on-line dictionaries Teacher translated materials Extra time Word-to-word dictionary	Electronic translators/ on-line dictionaries Extra-time Word-to-word dictionary Human Scribe

	Read-alouds / text-to-speech in home language Oral translation	Read-alouds / text-to-speech in home language Oral translation	Human translator Oral translation
District-wide Assessments (e.g. MAP) *Check vendor's accessibility manuals.	Test in home language, if available. (e.g. MAP Spanish) Human interpreter for instructions, item stimuli, and answer choices only. _(Interpreter reads to student in his/her home language)_ Word-to-word dictionary Text-to-Speech (embedded in MAP) Human Scribe Embedded test accommodations Extra-time	Word-to-word dictionary Embedded test accommodations Extra-time Text-to-Speech (embedded in MAP) Human Scribe Human interpreter for instructions, item stimuli, and answer choices only. _(Interpreter reads to student in his/her home language)_	Electronic translators Word-to-word dictionary Text-to-Speech (embedded in MAP) Human Scribe

Overall Performance Levels

PROFICIENT

Proficient – The student can work without help in a classroom where English is used for teaching. The student may now exit the English learning program. The child will no longer be treated as an English learner. The student scored any combination of level 4s and 5s on the four tests.

PROGRESSING

Progressing – The student needs teaching in the English language to be able to work in a classroom where the teacher uses English. The student will continue to receive English language services. The student scored a combination of levels that do not meet the Proficient or Emerging levels.

EMERGING

Emerging – The student is in the beginning stages of learning English. The student will continue receiving English language services. The student scored any combination of level 1s and 2s on the four tests.

State Assessments

Source: OST and OGT Accessibility Manuals

Dual monitors	Dual monitors are allowable as an accommodation to facilitate human read-aloud and oral translation. Instead of the reader, interpreter or translator reading "over the shoulder" of the student testing, the reader, interpreter or translator can face the student while looking at a second screen that mirrors the student's testing screen. Test security must be maintained at all times due to the dual screens and access to other programs
Extended time	English learners of all English proficiency levels. Students are allowed more time than allotted for each test part. Defined for students and not left open-ended. Usually expressed as one and one-half time (1.5x) or double time (2x). May not exceed one school day.

		Decisions on a case-by-case basis for each individual student Accommodations related to language barrier.
1.	**Human reader for online test**	Allowed subject areas: Mathematics, science and social studies Not allowed subject areas: English language arts OST. Text-to-Speech for all proficiency levels in on-line formats Read-aloud in a separate setting
2.	**Oral translation of the test**	The general directions for all tests, including English language arts, may be translated. Oral translations are not allowed for English language arts tests, except for the test directions. See OST and OGT Test Administration manuals Oral translation is appropriate for beginning and some intermediate-level English learners but may not be appropriate for advanced-level English learners.
3.	**Scribe (in English)**	The student dictates responses in English. The test administrator must test the student in a separate setting. A scribe may be appropriate for beginning level English learners who do not have translators and who have better spoken than written English language proficiency. Typically, a scribe is not appropriate for intermediate- or advanced-level English learners.
4.	**Bilingual Test Form (Spanish/English)**	Ohio's State Tests are available in English and Spanish, except for the English language arts tests. Bilingual forms of tests are not available for the OGT. When the accommodation is enabled, the student can toggle between the two languages. Only responses in English will be scored. The bilingual test form is appropriate for students who have content knowledge in both Spanish and English. It is

		not appropriate for students who have not been instructed in tested content in Spanish.
5.	**Text-to-speech Spanish/English**	The text-to-speech feature reads aloud the test to the student. Recommended for beginning and some intermediate English learners but may not be appropriate for advanced-level English learners. Not allowed for the English language arts tests and is unavailable for the OGT.
6.	**Text-to-speech tracking**	The feature will highlight words in test questions as the embedded text-to-speech feature reads the test aloud, which may help some students who use text-to-speech. Not available for the OGT. Not allowed for the English language arts test.
7.	**Word-to-word dictionaries and word-to-word glossaries (English/Native Language**	The student should be familiar with the dictionary or glossary used during testing and must be able to use it independently. An electronic translator may be used, but the electronic translator must NOT connect to the Internet or store information. Recommended for intermediate and advanced English learners but may not be appropriate for beginning-level or younger English learners. Dictionaries and glossaries that include definitions, phrases, sentences or pictures are not allowed.

OTHER CONSIDERATIONS

General Education	Refer to accommodations document corresponding to your grade level bracket provided by your curriculum and instruction coordinator.

Newcomers	As part of the acculturation process, newcomers should be exposed to different test formats, such as pencil and paper,

	web-based, etc. before taking the actual test. Some tests have practice items that facilitate the understanding of web-student interactions.
Twice Exceptional ELs (IEP/504)	Access to accommodations are for all English Learners regardless of their disability status. Accommodations for English Learners with an identified disability should be documented in the IEP or 504 Plan. Refer to the OST Accessibility Manual section for students with disabilities; Consult with the team.

RESOURCES

OST Accessibility Manual	https://education.ohio.gov/getattachment/Topics/Testing/Accommodations-on-State-Assessments/OHAccessibilityManual2021-accessible.pdf.aspx?lang=en-US
OGT Revised Assessment Accommodations for English Learners	https://education.ohio.gov/getattachment/Topics/Other-Resources/English-Learners/Revised-Assessment-Accommodations-for-English-Lear/Announcement-EL-Accommodations-and-OGT-Retakes.pdf.aspx?lang=en-US
NWEA (MAP) Accessibility Manual	https://www.nwea.org/content/uploads/2019/12/NWEA-Accessibility-and-Accommodations-FAQ-JAN2020.pdf