



ELL ACCOMMODATIONS TRAINING WEBINAR

Working with School Teams to Individualize ELL Accommodations Decisions

Date: February 27, 2014 from 2 - 3:30 pm ET/ 11 am - 12:30 pm PT

Recording of February 27th Webinar:

<https://wested.webex.com/wested/lsr.php?RCID=6eeae13d7e27d0dade8120e9d65cd319>

Length: 1 hour and 24 minutes [includes table of contents]

Powerpoint Slides Below

Link to Moises video on *Media that Matters*: <http://www.mediathatmattersfest.org/watch/9/immersion>

The [Center on Standards and Assessment Implementation](#) (CSAI) and [the Council of the Great City Schools](#) (CGCS) are pleased to provide a train-the-trainer Webinar to provide district and school staff with guidance and resources to use when training teams of educators to individualize ELL accommodations on content area assessments and English language proficiency assessments. The goal of this Webinar is to improve state policies and practices, and support to districts for implementation of rigorous, college- and career-readiness standards and assessments. If you cannot make the beginning of the Webinar, please view pre-recordings of the presentations beforehand (**see brown text below**) and join us for the discussant and Q & A period (scheduled to begin one hour into the Live Webinar).

Introduction: [Sujie Shin](#), CSAI

Presenters and Recordings of their Presentations

- **Robert Fugate, LEP Assessment Specialist, Virginia Department of Education (VDOE)**
 - The VDOE face-to-face LEP accommodations training uses LEP student case studies to train school committees on how to best individualize LEP Student accommodations decisions. In this 16-minute video, Robert Fugate from VDOE provides an overview of their one-day training.
 - Contact information: student_assessment@doe.virginia.gov
 - **(Preview) WebEx Recording of VDOE 16-minute presentation:**
<https://wested.webex.com/wested/lsr.php?AT=pb&SP=MC&rID=80573832&rKey=8d409c2297514390>
- **Terry Armstrong, Houston Independent School District**
 - In their face-to-face training, HISD focuses first on the provision of linguistic accommodations during instruction. After discussing how best to use accommodations as part of differentiated instruction, they provide an overview of state testing requirements for accommodations. They provide student scenarios for provision of accommodations in bilingual education settings.
 - Contact information: tarmstr1@houstonisd.org
- **Laurene Christensen and Vitaliy Shyyan, National Center on Educational Outcomes (NCEO)**
 - NCEO staff provide an overview of their English Language and Disability Needs Framework, activities for determine whether content area accommodations are appropriate for English Language proficiency assessments, the IVARED Training modules (available at <http://www.ivared.info/training.html>), the [Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners with Disabilities](#), and additional student profiles which can be used during trainings.
 - Contact information: chri1010@umn.edu and shyya001@umn.edu
 - **(Preview) WebEx Recording of the 19-minute NCEO presentation:**
<https://wested.webex.com/wested/lsr.php?RCID=08c071663d8b44ee99dd017ba001d165>

Discussant: [Gabriela Uro](#), CGCS

Facilitator/Webinar Contact: [Lynn Shafer Willner](#), CSAI, lshafer@wested.org

Welcome to Today's Webinar!



ELL ACCOMMODATIONS TRAINING

Working with School Teams to Individualize ELL Accommodations Decisions

February 27, 2014

2 - 3:30 pm ET/ 11 am - 12:30 pm PT

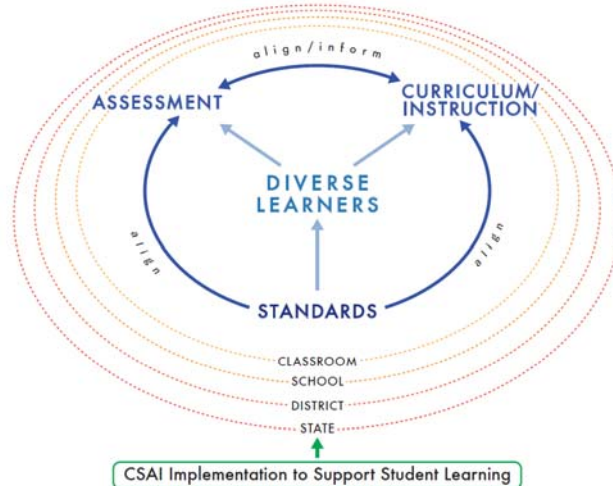
Webinar Overview

- The [Center on Standards and Assessment Implementation \(CSAI\)](#) and [the Council of the Great City Schools \(CGCS\)](#) are pleased to provide a train-the-trainer Webinar to provide district and school staff with guidance and resources to use when training teams of educators to individualize ELL accommodations on content area assessments and English language proficiency assessments. The goal of this Webinar is to improve state policies and practices, and support to districts for implementation of rigorous, college- and career-readiness standards and assessments.

What does the Center on Standards and Assessment Implementation do?

<http://csai-online.org>

- Expanded Resource Library
- Consortia Updates
- State of the State Interactive Map
- Events
- Workspaces



THE CENTER ON
STANDARDS &
ASSESSMENT
IMPLEMENTATION
WACREU@G. CREBBT

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The screenshot shows the homepage of the Council of the Great City Schools. The header features the organization's logo and name, "Council of the Great City Schools" with the tagline "The Nation's Voice for Urban Education". A navigation menu includes links for Home, About the Council, Member Services, Newsroom, Publications, Research, Academics, Legislative, and Conferences. A search bar and utility links (Contact Us, Jobs Board, EduPortal, Calendar) are also present. The main content area features a large image of a man speaking at a podium with "ExxonMobil" and "science" branding. To the right, a news article titled "ExxonMobil Math and Science Scholarships Now Available" is displayed, with a "MORE" button below it.

Webinar Format

I. Three 15-minute Presentations

- Robert Fugate, LEP Assessment Specialist, Virginia Department of Education (VDOE)
- Terry Armstrong, Houston Independent School District (HISD)
- Laurene Christensen and Vitaliy Shyyan, National Center on Educational Outcomes (NCEO)

II. Discussant Remarks – Gabriela Uro

III. Q & A



An Overview of Virginia Department of Education Training on Testing Accommodations for Limited English Proficient Students on Virginia Statewide Assessments

Robert Fugate, LEP Assessment Specialist
Virginia Department of Education

Determining Training Needs

1. Reviewed frequently asked questions about testing accommodations and identified trends.
2. Developed and piloted four training modules as one-hour Webinars with Lynn Shafer Willner of GW-CEEE in fall 2010.
3. Revised training modules based on feedback indicating the preference for face-to-face training (rather than Webinars) to allow greater participant interaction.
4. Began presenting face-to-face training in spring 2011. To date, 16 training sessions have been held.



Training Modules 1-3: Setting the Stage



Module 1: Anticipatory Activities

Rúmfræði dæmi

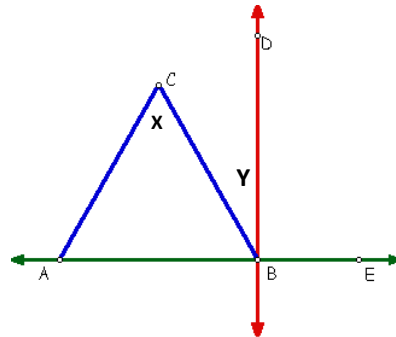


Skoðið eftirfarandi mynd.

$AC = BC$, horn ACB er tvisvar sinnum ummál horns CBD og horn $DBE = 90$ gráður. Hvað er horn Y ?

Lausn:

- A) $Y =$ tvisvar X
- B) $Y =$ hálf X
- C) $Y =$ fjórum sinnum X
- D) $Y =$ fjórðungur X



Útskýrðu:

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Module 2: Overview of Assessment Participation and Testing Accommodations Available to LEP Students in Virginia

1. Defined “accommodation” and presented a brief historical overview.
2. Reviewed direct linguistic testing accommodations.
3. Reviewed indirect linguistic testing accommodations.
4. Reviewed testing formats: online or paper/pencil.

Module 2: Overview of Assessment Participation and Testing Accommodations Available to LEP Students (cont.)

This Overarching Question was referenced throughout the training to focus the discussion:

How does the testing accommodation address the student's unique linguistic characteristics to allow equal access to the assessment?

Module 3: The LEP Committee

1. Presented the regulation from the Standards of Accreditation that requires a school-based committee.
2. Discussed the responsibility of the LEP committee for determining assessment participation, testing accommodations, and exemptions for LEP students on an individual basis.
3. Discussed potential members for the LEP committee at the school.
4. Participants formed LEP committees for training activities in Modules 4 through 9.

Training Modules 4-5: Focusing on Students



Module 4: LEP Students: A Broad Overview

1. Identified and discussed the diversity that exists within the LEP student population.
2. Discussed how and why LEP student progress differs.
3. Presented student scenarios for discussion:
 - LEP students who make rapid progress;
 - LEP students who make average progress; and
 - LEP students who make minimal progress:
 - SIFE (Students with Interrupted Formal Education); and
 - Long-term LEP students.



Module 5: Evidence Based-Decision Making and Developing an LEP Student Profile

1. Identified data to review when determining testing accommodations for LEP students.
2. Reviewed data when determining testing accommodations for LEP students.
3. Provided sample student data for training activities.
4. Reviewed the following data for sample students:
 - Demographic information;
 - Standardized testing achievement;
 - Academic achievement; and
 - Teacher comments.
5. Completed a sample LEP Student profile (next two slides).



Sample LEP Student Profile

Appendix D
SAMPLE LEP Student Profile Form

I. Demographic Information

Name _____ First Language _____
 Grade _____ First Language Literacy Yes No
 Age _____ Country of Origin _____
 Years in U.S. Schools _____ Years in native country schools _____
 Interrupted education Yes No

II. Standardized Testing Information

Screening Assessment and Score _____ Date _____

The following proficiency levels are provided on the ACCESS for ELLs® Teacher Score Report:
 Spring 20__ Testing: _____
 Star A B C _____

Overall Score (Composite) ___ Listening ___
 Literacy Score ___ Speaking ___
 Comprehension Score ___ Reading ___
 Oral Language Score ___ Writing ___

The following scaled scores are provided on the Standards of Learning Score Reports:

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	EOC
Reading							
Mathematics							
Science							
History & Social Science							
Writing							

Other standardized testing scores:
 Test _____ Score _____
 Test _____ Score _____

III. Academic Achievement

	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading													
Mathematics													
Science													
History & Social Science													
Writing													

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Sample LEP Student Profile (cont.)

IV. Indicate the accommodations assigned to the LEP student during classroom instruction and classroom assessment.

Direct Linguistic Accommodations (refer to Appendix B for criteria)	Content Area				
	R	M	S	H	W
Reading in English of test items					
Audio version of test items					
Bilingual dictionary					
English dictionary					
Dictionary in English to write					
Plain English Mathematics					
Indirect Linguistic Accommodations (refer to Appendix C for criteria)	Content Area				
	R	M	S	H	W
Flexible schedule: Testing is completed using a flexible schedule that may include planned breaks					
Visual Aids					
Mark in test booklet or respond verbally					

R: Reading
M: Mathematics
S: Science
H: History and Social Science
W: Writing

V. Comment for the general education teacher:

Reading

Mathematics

Science

History/Social Science

Writing

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Training Modules 6-9: Focusing on Accommodations



Module 6: Matching Testing Accommodations to LEP Students and to Statewide Assessments by Content Area

1. Matched direct linguistic accommodations to LEP student characteristics.
2. Matched indirect linguistic accommodations to LEP student characteristics.
3. Matched direct and indirect linguistic accommodations to content assessments based on LEP student characteristics.



Module 7: Determining Testing Accommodations for LEP Students on Statewide Assessments

1. Completed a multi-step process that included:
 - Developing the initial list of testing accommodations;
 - Assessing effective usage of each testing accommodation;
 - Including student input regarding the use of each testing accommodation; and
 - Providing test preparation activities using each testing accommodation assigned to LEP students on an individual basis.



Module 8: Implementing Testing Accommodations for LEP Students on Statewide Assessments

1. Determined LEP student participation in statewide assessments on an individual basis.
2. Determined LEP student eligibility for testing accommodations for each statewide assessments on an individual basis.



Module 9: LEP Students Assessment Participation Plan

1. Identified information needed to complete the LEP Student Assessment Participation Plan.
2. Completed the LEP Student Assessment Participation Plan (next slide).



Sample LEP Student Assessment Participation Plan

SOL Content Area	Participation in the Assessment Without Accommodation	Participation in the Assessment With Accommodation(s) (Specify details for implementation of accommodations.)	Participation in the Virginia Grade Level Alternative Assessment	Exempted from Participation in the SOL Assessment*
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reason: LEP student has attended school in the United States for less than 12 months.
Writing	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Reason: One-time exemption in Grade 5 or 8 only
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>		
History/Social Science	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Reason: One-time exemption in Grades 3-8 only
Science	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Reason: One-time exemption in Grade 3 only

Review

We found it was important to provide

- background and context;
- overview of available testing accommodations;
- hand-on activities with sample students as LEP committees; and
- time for discussion and questions with VDOE staff.

Where to Find VDOE Guidance

Limited English Proficient Students: Guidelines for Participation in the Virginia Assessment Program

<http://www.doe.virginia.gov/testing/participation/index.shtml>

SOL Test Examiner's Manuals




http://www.doe.virginia.gov/testing/test_administration/index.shtml



For Information on the VDOE Training on
Testing Accommodations for Limited English
Proficient Students on Virginia Statewide
Assessments, please contact:

Robert Fugate
LEP Assessment Specialist
Virginia Department of Education
student_assessment@doe.virginia.gov
(804) 225-2102



ELL Accommodations for State Assessment

February, 2014
Terrie Armstrong

☆ HOUSTON INDEPENDENT SCHOOL DISTRICT

Introduction

19 Texas Administrative Code (TAC) Chapter 89 Adaptations for Special Populations, Subchapter BB

The Commissioner's Rules concerning the state plan for educating Limited English proficient (ELL) students state that all school districts that are required to provide bilingual education and/or English as a Second Language (ESL) programs establish and operate a Language Proficiency Assessment Committee (LPAC).

English Language Proficiency Standards

- Federally required instructional standards designed to ensure that ELLs are taught academic English in all classes
- Were approved by State Board of Education in 2007–2008
- Are embedded in the Texas Essential Knowledge and Skills (TEKS) state-required curriculum
- <http://www.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

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LPAC Membership

Must have at least the following members:

- Administrator
- Bilingual teacher (if a bilingual program)
- ESL teacher
- Parent of a ELL student

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Required Annual LPAC Meetings

- **Upon initial enrollment (BOY LPAC)-**
 - ELL Identification (as new students enroll)
 - Program Placement
 - Must be held within the student's first 20 school days of enrollment
- **In the spring semester (MOY LPAC)-**
 - To determine appropriate assessments prior to state/local assessments
 - Use of linguistic accommodations with assessments, as appropriate
- **At the end of the year for annual review (EOY LPAC)-**
 - Determine ELL Exit
 - Determine next year's program placement
 - Determine new ESL instructional level

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Membership Guidelines

All LPAC members:

- Shall be trained (BOY-MOY-EOY)
- Must be present at **all** LPAC meetings
- Must review all data on students in order to make decisions concerning:
 - Identification
 - Placement
 - **Assessment**
 - Student academic/linguistic progress
 - ELL Exit
- Must review and sign LPAC documentation
 - LPAC minutes/forms
 - Student Profile Forms
- Must ensure that all student information be kept **CONFIDENTIAL**
- Must serve as an advocate for a ELL student at **ARD** meetings (Chapter 89.1230)

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Who makes assessment decisions for ELLs?

- The LPAC must work as a team to make decisions:
 - on an individual basis
 - in conjunction with ARD/504 committee for SPED/ELLs
 - with the Campus Testing Coordinator
 - concerning allowable linguistic accommodations
 - **with *teachers* to ensure that accommodations are routinely used in instruction/assessment**

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**FALL LPAC TRAINING IS ON
INSTRUCTIONAL USE OF
LINGUISTIC
ACCOMMODATIONS**

Get to Know Moises

<http://www.mediahatmattersfest.org/watch/9/immersion>

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RELATED NEWS
July 27: Immersion at LA Shorts...
 MTM9's *Immersion* will be screening as part of the 13th Annual LA Shorts Fest on Monday...

Immersion Filmmaker Richard Levien Profiled In...

Moises, a ten-year-old student, struggles to communicate in his new school with limited access to his native language.

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#3

Reflection

At your table, discuss the question below.

How did the district (school, principal, teacher) meet Moises' needs?

	Content Objectives	Language Objectives
	Participants will demonstrate knowledge of English Language Learners needs by relating to an ELL student in a simulation activity.	Participants will discuss and write a plan for providing appropriate linguistic accommodations for an English Language Learner.
	Participants will demonstrate knowledge of the Proficiency Language Descriptors and linguistic accommodations by identifying levels and accommodations appropriate for an English Language Learner.	

	Key Vocabulary
	<ul style="list-style-type: none"> • Linguistic accommodations • Academic language • Social (conversational) language • Language Proficiency Level • Proficiency Level Descriptors • Affective Filter
	Knock if you need clarification of terms.



What are Linguistic Accommodations?

In the classroom, linguistic accommodations-

- help ELLs understand the language of instruction
- accelerate the learning of both subject matter and English

Not all linguistic accommodations suitable for instruction are appropriate or allowable during state assessments.

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Level 5	Can translate all words.
Level 4	Can translate most of the words
Level 3	Understand great deal
Level 2	Some idea
Level 1	No Clue

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- Il sistema solare è il sistema planetario costituito da una varietà di oggetti celesti mantenuti in orbita dalla forza di gravità del Sole; vi appartiene anche la Terra.
- È costituito da otto planeti, dai rispettivi satelliti naturali, da cinque planeti nani e da miliardi di corpi minori.
- Quest'ultima categoria comprende gli asteroidi, in gran parte ripartiti fra due cinture asteroidali (la fascia principale e la fascia di Kuiper), le comete, le meteoroidi e la polvere interplanetaria.

10





Level 5 Can translate all words.
Level 4 Can translate most of the words
Level 3 Understand great deal
Level 2 Some idea
Level 1 No Clue

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- Il sistema solare è il [sistema planetario](#) costituito da una varietà di [oggetti celesti](#) mantenuti in orbita dalla [forza di gravità](#) del [Sole](#) vi appartiene anche la [Terra](#).
- È costituito da otto [pianeti](#) dai rispettivi [satelliti naturali](#) da cinque [pianeti nani](#) e da miliardi di [corpi minori](#).
- Quest'ultima categoria comprende gli [asteroidi](#) (in gran parte ripartiti fra due [cinture asteroidali](#) (la fascia principale e la fascia di Kuiper), le [comete](#), le [meteoroidi](#) e la polvere interplanetaria.

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#2

Linguistic Accommodations

The teacher...	The Italian Language Learner...	The other students...



Linguistically accommodating instruction means appropriately...

- communicating instruction
- sequencing instruction
- scaffolding instruction



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**MID-YEAR LPAC TRAINING IS
ON ELIGIBILITY FOR
LINGUISTIC ACCOMMODATIONS
DURING SPRING ASSESSMENT**

Mid-Year LPAC Documentation

All assessment decisions or actions must be documented—

➤ **LPAC Binder--**

- Mid-Year LPAC minutes

– **ELL folder --**

- STAAR Participation and Linguistic Accommodation Decisions form
- Student History Worksheet-STAAR L only
- Review all monitored students each grading period

– **SIS--**

- No Mid-Year entry necessary for active ELL students and
- Monitored students

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ELL Rules for Spring Assessment

19 TAC Chapter 101, Subchapter AA

- LPACs should become familiar with and must follow these Commissioner of Education rules:

STARR Decision Making Guide for LPACs

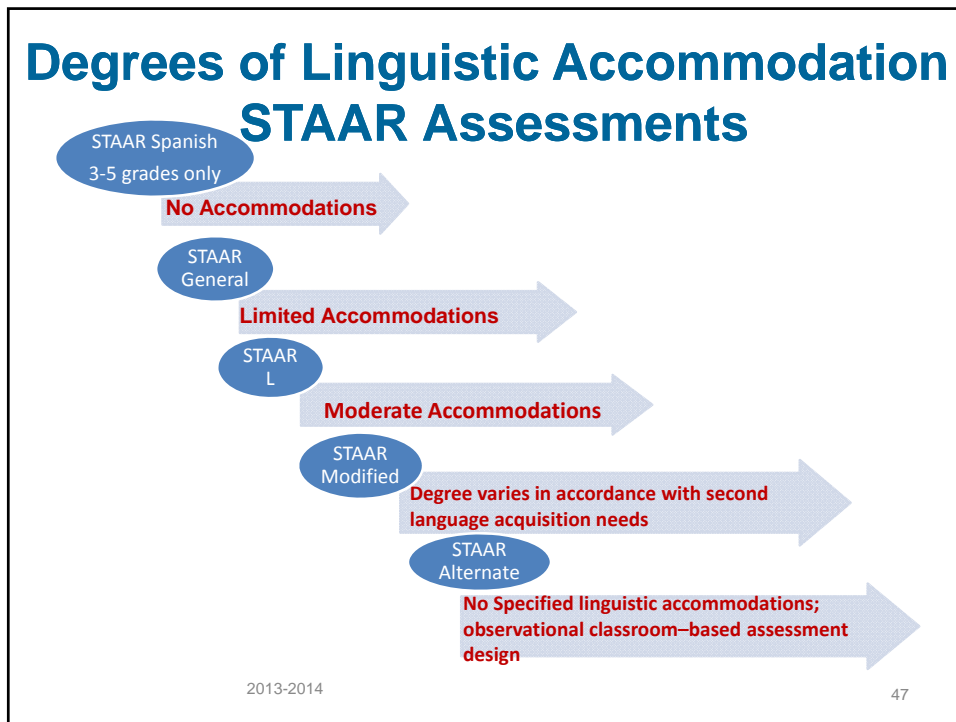
<http://www.tea.state.tx.us/student.assessment/ell/lpac/>

STAAR Accommodations Guide for LPACs

<http://www.tea.state.tx.us/student.assessment/accommodations>

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General STAAR

➤ General STAAR Provides:

- **Provides some Linguistic Accommodations**
 - **Grades 3-5**—Variety of dictionaries (Bilingual, English, ESL, Monolingual in another language, Picture, Thesaurus-Dictionary combinations, Electronic Dictionaries)
 - **Grades 6-12**—Monolingual in another language, Picture dictionaries
 - Extra Time (not an automatic decision, permitted till the end of the school day)
- **Standard Dictionary Policy (Grades 6-12 only)**
 - Variety of dictionaries (Bilingual, English, ESL, Thesaurus-Dictionary combinations, Electronic Dictionaries)

STAAR L

Math, Science, Social Studies

- BD--Bilingual Dictionary
- XT—Extra Time (same day)
- CE—Clarification in English of word meaning*
- RA—Reading aloud of text*

*Provided in online interface



Linguistic Accommodations STAAR Modified

Math, Science, Social Studies

Reading Writing

- | | |
|--|---|
| <ul style="list-style-type: none"> ▪BD – Bilingual Dictionary ▪XT – Extra Time (same day) ▪CE –Clarification in English of word meaning ▪RA –Reading aloud of text ▪OT –Oral translation ▪BG –Bilingual Glossary | <ul style="list-style-type: none"> ▪D –Dictionaries of various types ▪XT –Extra Time (same day) ▪RA –Reading Aloud ▪CE –Clarification in English of word meaning ▪OT –Oral translation |
|--|---|

Linguistic Accommodations for ELLs taking STAAR Alternate

➤ STAAR Alternate:

- observational, classroom-based
- allows for use of other languages /communication methods
- ARD committees are required to **work in conjunction** with LPACs to determine/document assessment decisions.
- **STAAR Alternate** participation requirements:

<http://www.tea.state.tx.us/student.assessment/special-ed/staaralt/>

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Which test will she take? Accommodations?

Fatima Barzani



➤ **Fatima:**

- a 5th grade Arabic speaker
 - enrolled in ESL classes at her school
 - has been enrolled in US schools since the August, 2010.
 - has refugee status
 - scored Advanced on her TELPAS Reading test in 2013
 - is passing her classes
 - easily completes her work in class.
- Which STAAR exams will she take?
- What linguistic accommodations will she utilize in testing?

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HISD Becoming #GreatAllOver

Which test will he take? Accommodations? Carlos Hernandez



- **Carlos:**
 - a third grade Spanish speaker
 - enrolled in a bilingual class
 - has been enrolled in HISD schools since PK
 - utilizes a variety of instructional accommodations
 - cannot complete his work in class
- Which STAAR exams will he take?
- What linguistic accommodations will he utilize in testing?

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HISD Becoming #GreatAllOver

Which test will she take? Accommodations?

Maria Agüero



- **Maria:**
 - a fifth grade Spanish speaker
 - enrolled in the pre-exit bilingual program
 - has been enrolled in US schools since October, 2009
 - has taken Spanish STAAR in 3rd/4th grade
 - utilizes a variety of instructional accommodations
 - cannot complete her work in class
- Which STAAR exams will she take?
- What linguistic accommodations will she utilize in testing?

2013-2014

HISD Becoming #GreatAllOver

Which test will he take? Accommodations?

Yinfea Hsu



➤ Yinfea:

- a fourth grade Mandarin speaker
- enrolled in ESL classes at his school
- has been enrolled in US schools since October, 2013
- has not taken any testing in the US
- utilizes a variety of instructional accommodations
- cannot complete his work in class

➤ Which STAAR exams will he take?

➤ What linguistic accommodations will he utilize in testing?

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HUSD Becoming #GreatAllOver

Which test will he take? Accommodations?

Jaime Martinez



➤ Jaime:

- an eighth grade Spanish Speaker
- enrolled in ESL classes at his school
- has been enrolled in US schools since January 2012
- has immigrant and asylee status
- utilizes a variety of instructional accommodations
- cannot complete his work in class

➤ Which STAAR exams will he take?

➤ What linguistic accommodations will he utilize in testing

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Which test will she take? Accommodations?

Blessing Uboko

- **Blessing:**
 - an seventh grade Kirundi Speaker
 - enrolled in ESL classes at her school
 - has been enrolled in US schools since **May 2012**
 - has refugee status
 - Entered US schools with large gaps of schooling
 - utilizes a variety of instructional accommodations
 - cannot complete her work in class
- Which STAAR exams will she take?
- What linguistic accommodations will she utilize in testing



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Which test will he take? Accommodations?

Ben Kwan

- **Ben:**
 - an tenth grade Korean Speaker
 - enrolled in ESL classes at his school
 - has been enrolled in US schools since **March 2010**
 - utilizes a variety of instructional accommodations
 - completes his work in class
- Which STAAR/TAKS exams will she take?
- What linguistic accommodations will she utilize in testing



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Which test will she take? Accommodations?

Diana Jaramillo



➤ Diana:

- an twelfth grade Spanish Speaker
- enrolled in ESL classes at her school
- has been enrolled in US schools since November, 2009
- utilizes a variety of instructional accommodations
- completes her work in class

➤ Which STAAR/TAKS exams will she take?

➤ What linguistic accommodations will she utilize in testing

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Dr. Gracie Guerrero-Asst. Superintendent, Multilingual Programs

For information on:	Contact Person	Phone
Elementary Bilingual/ESL Programs	Evelyn Castro, Manager <ul style="list-style-type: none"> • Gina Lerma-Avila, Specialist • Martha Robles, Specialist • Lee Glasesemann, Specialist • Youngmee Moon Hsu, Specialist 	713-556-6961
Secondary ESL Programs	Jennifer Alexander, Manager <ul style="list-style-type: none"> • Ricardo Avila, Specialist • Anne Stryker, Specialist • Maida Feliciano, Specialist 	713-556-6961
Compliance	Terrie Armstrong, Senior Compliance Analyst <ul style="list-style-type: none"> • Cruz Rochez, Specialist • Randal Jones, Specialist • Nancy Cintron, Student Information Specialist 	713-556-6961
Migrant Program	Magda Galindo, Manager <ul style="list-style-type: none"> • David Glasesemann, Specialist 	713-556-6961
Refugee Program	<ul style="list-style-type: none"> • Amelia De Landa, Outreach Worker • Andrea Antwi, Outreach Worker • Shirin Herman, Outreach Worker 	713-556-6961

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Multilingual Programs wants to hear from you!



Stay connected:
@HISDMultiPrgms

Call us: 713-556-6961

Email us:
multilingual@houstonisd.org

Stay updated:
hisdmultilingual.wordpress.com

HOUSTON INDEPENDENT SCHOOL DISTRICT



Choosing Accommodations for English Language Proficiency Assessments

Laurene Christensen, Ph.D.
Vitaliy Shyyan, Ph.D.

+ What does NCEO do?

Mission: To support the development of inclusive assessment in a rapidly changing state (and consortium) assessment system environment in order to promote improved educational results for students with disabilities.



+ What are accommodations?

Testing

accommodations are changes in materials or procedures that allow students to participate fully in assessments.

Testing

accommodations reduce the barriers caused by a student's proficiency in the language of instruction or a student's disability.



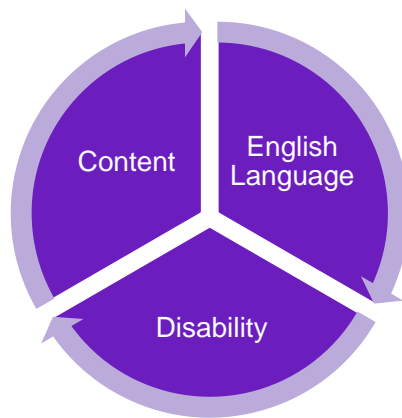


Who can use accommodations on English Language Proficiency Assessments?

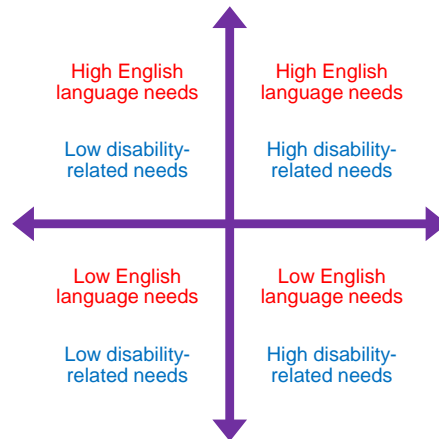
- ELLs with IEPs
- ELLs with 504 plans
- Other ELLs?



+ Doing Triple Work



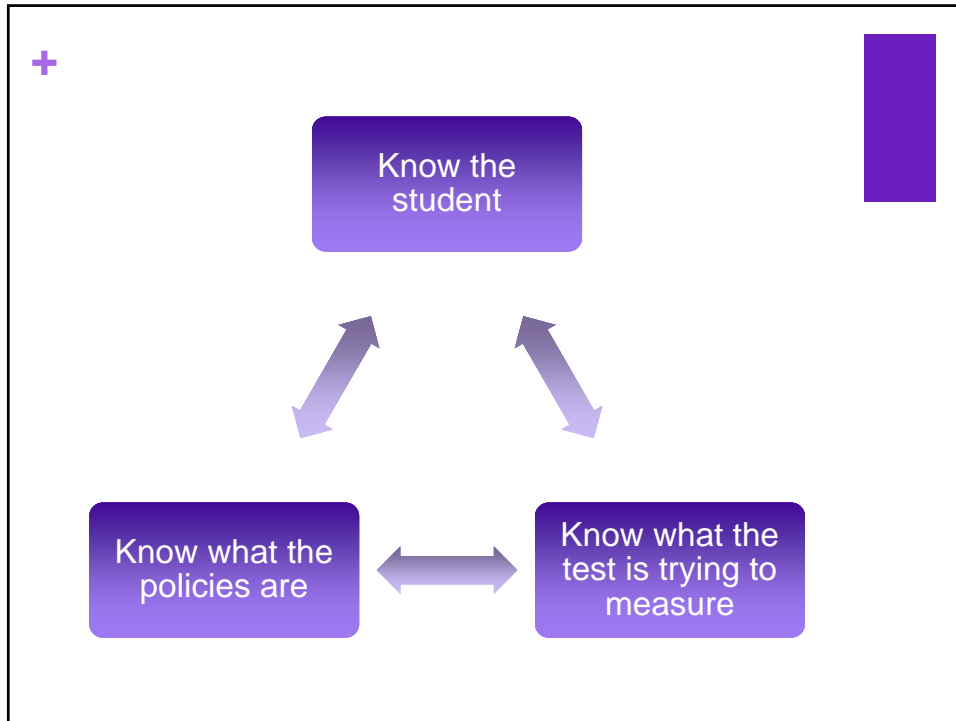
+ English Language and Disability Needs Framework



+ How are accommodations for English language proficiency assessments different from those used on content assessments?

- Provide a selection of accessibility features and accommodations
- Invite participants to identify which supports are acceptable on both assessments and which are unique to one of them
- Discuss implications of accessibility features and accommodations use

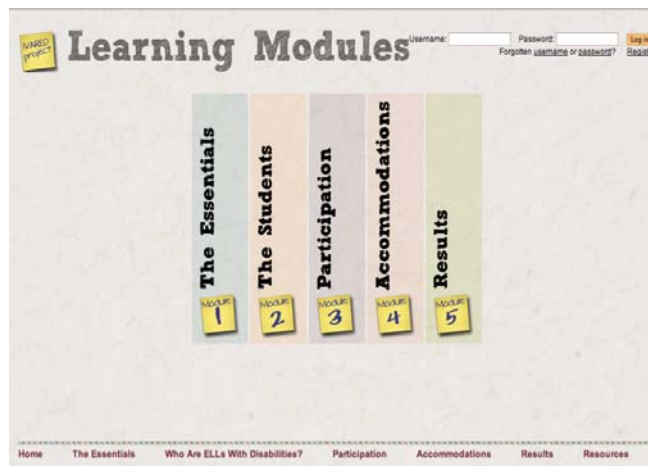




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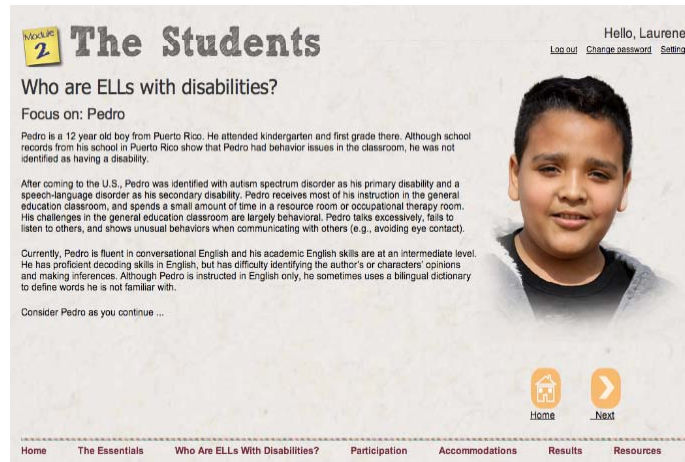
IVARED Training Module

(available at <http://www.ivared.info/training.html>)



+ IVARED Module

(available at <http://www.ivared.info/training.html>)



Module 2 **The Students** Hello, Laurene!
[Log out](#) [Change password](#) [Settings](#)

Who are ELLs with disabilities?

Focus on: Pedro

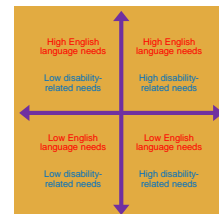
Pedro is a 12 year old boy from Puerto Rico. He attended kindergarten and first grade there. Although school records from his school in Puerto Rico show that Pedro had behavior issues in the classroom, he was not identified as having a disability.

After coming to the U.S., Pedro was identified with autism spectrum disorder as his primary disability and a speech-language disorder as his secondary disability. Pedro receives most of his instruction in the general education classroom, and spends a small amount of time in a resource room or occupational therapy room. His challenges in the general education classroom are largely behavioral. Pedro talks excessively, fails to listen to others, and shows unusual behaviors when communicating with others (e.g., avoiding eye contact).

Currently, Pedro is fluent in conversational English and his academic English skills are at an intermediate level. He has proficient decoding skills in English, but has difficulty identifying the author's or characters' opinions and making inferences. Although Pedro is instructed in English only, he sometimes uses a bilingual dictionary to define words he is not familiar with.

Consider Pedro as you continue ...

Home [The Essentials](#) [Who Are ELLs With Disabilities?](#) [Participation](#) [Accommodations](#) [Results](#) [Resources](#)





Student profiles

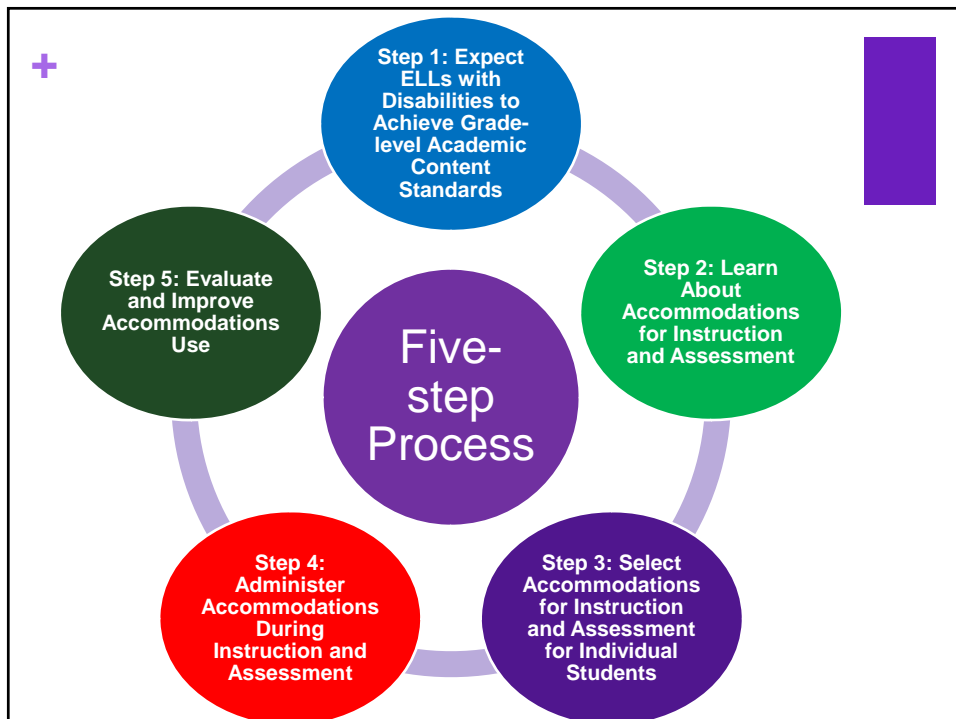
- + Think of specific students who represent the four areas of the figure. What are they like? What are the students' needs and characteristics? What are the implications of accommodation decisions for each student?


+

Resource
you can
use

Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners with Disabilities





Thank
you!

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Discussant

Remarks – Gabriela Uro Q & A



Get to Know Moises

<http://www.mediahatmattersfest.org/watch/9/immersion>

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Moises, a ten-year-old student, struggles to communicate in his new school with limited access to his native language.

2013-2014

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