

**ACCOMMODATIONS DOCUMENTATION FOR
ENGLISH LANGUAGE LEARNER (ELL) STUDENTS**

GUIDELINES: Some ELL students require specific accommodations during assessment. Implementation of the accommodation(s) requires a recommendation from the ELL Committee and the signature of the committee chair, parent, and principal. Questions regarding the proposed accommodation(s) should be directed to the Local Accountability Coordinator (LAC) and/or School Test Coordinator.

Student _____ School _____ Grade _____
Assessment for which accommodation(s) is/are being proposed _____
Last IPT assessment date _____ Scores: Oral _____ Reading _____ Writing _____
Proficiency level _____

Assessment Accommodations below reflect accommodations also used in daily instruction.

ACCOMMODATION(S) PROVIDED (Check where appropriate):

I. Scheduling

- A. Supervised breaks during test session.
- B. Tests given regularly within a single day/session may be administered over multiple days without exceeding total time allowances. Tests must be given within the constraints of test administration procedures.
- C. Extra response and processing time.
- D. Tests are administered at best time of day for student.
- E. Other—proposed by Local Accountability Coordinator; Section 504, Special Education, or ELL staff; and approved by MSDE Assessment Office and MSDE Special Education or ELL staff.

III. Equipment

- A. Large print test materials.
- B. Braille test materials.
- C. Calculator for mathematics testing for special education or Section 504 students only.
- D. Use of electronic devices (e.g., mechanical speller, computer, augmented communication device, etc.).
- E. Use of electronic devices (e.g., mechanical speller, computer, augmented communication device, braille device, etc.) with spell and grammar checkers blocked as certified by LAC.
- F. Published or electronic bilingual dictionary (a synonym dictionary, without definitions, in the student's native language).
- G. Other—proposed by Local Accountability Coordinator; Section 504, Special Education, or ELL staff; and approved by MSDE Assessment Office and MSDE Special Education or ELL staff.

II. Setting

- A. General education classroom, with special seating (front of room, carrel, etc.).
- B. General education classroom, with adjusted grouping.
- C. General education classroom, with additional school support (instructional assistant, guidance, etc.). Support person is not to help student read or respond to items.
- D. General education classroom, with special education or ELL staff as support. Support person is not to help student read or respond to items.
- E. Small group setting.
- F. Small group setting with special education or ELL teacher as examiner.
- G. Individual administration within the school building
- H. Individual administration outside school (home, hospital, etc.).
- I. Other—proposed by Local Accountability Coordinator; Section 504, Special Education, or ELL staff; and approved by MSDE Assessment Office and MSDE Special Education or ELL staff.

(Copy to be filed in student's cumulative record)

IV. Presentation

- A. Verbatim repetition of scripted directions, as needed.
- B. Written copies of orally presented materials that are found only in examiner’s manual.
- C. Accessibility to closed caption or video materials.
- D. Sign language interpreter, amplification, or visual display required for test directions/examiner-led activities.
- E. Verbatim audiotape of directions.
- F. Verbatim reading or audiotape of entire test for content areas other than reading.
- G. Verbatim reading of selected sections of test or vocabulary for content areas other than reading.
- H. Verbatim reading or audiotape of entire reading test.
- I. Verbatim reading of selected vocabulary words or sections of reading test.
- J. Other—proposed by Local Accountability Coordinator; Section 504, Special Education, or ELL staff; and approved by MSDE Assessment Office and MSDE Special Education or ELL staff.

V. Response

- A. For machine-scored tests, student marks answers in test booklet. (Transfer to answer sheet completed by school personnel.)
- B. For selected response items, student indicates answers by pointing or other method.
- C. For constructed response (brief or extended) items, student tapes response for later verbatim transcription by school personnel.
- D. School personnel may check student’s transferred responses (alignment and completeness of hand-filled bubbles).
- E. For constructed response (brief or extended) items, student dictates response to examiner for verbatim transcription by school personnel.
- F. For constructed response (brief or extended) items or oral presentation, student signs response to interpreter of the deaf/hearing impaired for transcription.
- G. Other—proposed by Local Accountability Coordinator; Section 504, Special Education, or ELL staff; and approved by MSDE Assessment Office and MSDE Special Education or ELL staff.

Additional Comments, if any.

Recommended by the following members of the ELL Committee: (Check where appropriate)

_____ ELL Tchr. _____ Classrm. Tchr. _____ Rdg. Specialist _____ Ell Contact Personnel

_____ Other (Please describe) _____

Committee Chair’s Signature _____ Name printed _____

Principal’s Signature _____ Name printed _____

Parent’s Signature: _____ Name printed _____

(Copy to be filed in student’s cumulative record)