

District Name: _____
English Language Learner Student Testing Participation Committee (ELL/TPC)
 2009-2010 Annual Documentation

Student _____	GTID # _____
School _____	Grade _____
<p>Student must be eligible for ESOL services or be within the two year post-eligibility monitoring period in order to receive testing accommodations. Indicate the student's qualifying W-APT/ MODEL/ACCESS scores in accordance with SBOE Rule 160-4-5-.02 or the student's exit date from ESOL services.</p>	
<p>Current ESOL ELIGIBILITY Information: W-APT/MODEL K Raw Scores for L _____ /S _____ /R _____ /W _____ W-APT 1-12 CPL Score _____ ACCESS for ELLs CPL Score _____</p> <p style="text-align: center;">or</p> <p>Program exit date (must be within past two years) _____</p> <p>Please note here if student will NOT receive any accommodations: _</p>	

Use the chart below to check-off the testing accommodations that will fit the student's needs in each area and in each test. The gray boxes indicate that the accommodation is not available for that particular test. **Any testing accommodations must be consistent with accommodations used in daily instruction. Be advised that translating of any kind is not an acceptable accommodation.**

Standard administration refers to testing conditions in which the procedures and directions included in the administration manual are followed **exactly**. This type of administration is indicated below in the student testing accommodations check-off chart by an "S" symbol.

Conditional administration refers to testing conditions in which more expansive accommodations are used to provide access for students with very limited English language proficiency and who would not be able to access the assessment without such assistance. The appropriate team must determine that the conditional administration is absolutely necessary for the student to participate in state assessments.

Conditional accommodations should be used sparingly. The use of any accommodation must be considered in light of the student's language proficiency and *must be required by the student to access the test because of his/her language proficiency*. Conditional accommodations may not be provided solely as a way to ensure proficiency. **ELL-M students are not eligible for conditional accommodations.** This type of administration is indicated below in the student testing accommodations check-off chart by a "C" symbol.

Table 5. Approved Accommodations for English Language Learners				2009-2010		
S = Standard	C = Conditional			NS = Non-standard		
Setting Accommodation	GKIDS	CRCT	NRT	Writing	GHSGT	EOCT
1. ESOL Classroom	S	S	S	S	S	S
2. Small Group	S	S	S	S	S	S
3. Preferential seating	S	S	S	S	S	S
4. Individual or study carrel	S	S	S	S	S	S
5. Individual administration	S	S	S	S	S	S
Presentation Accommodations	GKIDS	CRCT	NRT	Writing	GHSGT	EOCT
6. Explain or paraphrase the directions for clarity (in English only)	S	S	NS	S	S	S
7. Color overlays or templates	S	S	S	S	S	S
8. Oral reading of test questions in English only		S	NS ¹	S	S	S

9. Oral reading of reading passages in English only		C ₂	NS ¹	S	S	S
10. Repetition of directions (in English only)	S	S	S	S	S	S
Response Accommodations	GKIDS	CRCT	NRT	Writing	GHSWT	EOCT
11. Student marks answers in test booklet		S	S		S	S
12. Student points to answers	S	S	NS		S	S
13. Verbal response in English only	S	S	NS		S	S
14. Word-to-word dictionary ³	S	S	S	S	S	S
Scheduling Accommodations	GKIDS	CRCT	NRT	Writing	GHSWT	EOCT
15. Frequent monitored breaks	S	S	NS	S	S	S
16. Extended time	S	S	NS	S	S	S

1 Non-Standard for reading comprehension and vocabulary subtests only; all other subtests are standard.
2 Restricted to eligible ELL students only; see guidance for eligibility. May not be used with ELL-M students.
3 Only words may be translated; definitions are not permitted. This accommodation may not be used on the QCC-based GHSWT.

Guidance for Use of Conditional Accommodation #9: Oral reading of reading passages in English only. The use of this conditional accommodation for the Reading CRCT **must be restricted to grades 3-8** and may be considered when **BOTH** of the following conditions apply:

1. The student's English proficiency scores and experiences in the classroom indicate the student cannot access, retain, or comprehend written text without the assistance of a reader; **and**
2. The student is not poised to exit language assistance services within the current school year.

Text must be read word-for-word exactly as written. The test administrator may not provide assistance to the student regarding the meaning of words, intent of test items, or responses to test items. The test administrator may not rearrange the order of text (e.g., read the questions before reading the passage). The test administrator may read test text to a small group provided all students have the same test form number. When a small group setting is used, the passage may be read once and each test item may be read twice. Each student must have a test book and must be instructed to follow along in their test booklet as the test administrator reads the text.

Signatures: (Committee shall be comprised of a minimum of three members, one of whom is a teacher certified by the Professional Standards Commission and must include the ELL/ESOL teacher currently serving the student with English language assistance. The third member will be a parent, guardian, or the student if 18 years old or older, or an administrator or official school representative.)

ESOL Teacher Date

Certified teacher Content area and/or grade level Date

Administrator/ Counselor/ Other Representative (please circle title) Date

Parent or Guardian (or Student 18 years or older) Date