



Georgia-Specific Policy ACCESS for ELLs 2.0

August 27, 2019

Accommodations

Georgia					
Read-Aloud		Extended Time	Technology Applications	Other	
W I D A	Embedded	Non-Embedded	Extended Over Multiple Days	Recording Device	Sign Directions
	Manual Control of Audio	Human Reader Options	Extended Speaking	Word Processor	Non-School Setting
	Repeat Item Audio	Reader Repeats Options	Extended Testing		Scribe
					Braille
					Large Print

Administration Times

Online Test Administration*			
Domain	Login to Test Submission	Test Directions and Student Practice	Test Time
Listening	15-20 min. depending on group size	About 5 min.	Up to 40 min.
Reading		About 5 min.	Up to 35 min.
Speaking		About 10 min.	Up to 30 min.
Writing Tier A		About 5 min.	Up to 50 min.
Writing Tier B/C		About 5 min.	Up to 65 min.

Administration Times

- Time estimates provide guidance to help make scheduling arrangements.
- Time estimates should be used to determine if there is enough time to begin a test session.
- Field test data suggests that students who are actively engaged finish the domain in the articulated test administration times.
- Each test domain measures an aspect of language proficiency. Allowing more time may interfere with the accurate measurement of these constructs.
- **Extended time accommodation** is considered 1.5 times the anticipated testing time.

Administration Mode: Keyboarding

- Students in Grades 4-12 are tested via keyboarding.

Decision-making Guidelines for the EL-TPC

Accommodating English
Learners' level of English
Proficiency on State
Assessments



What is the English Learner Testing Participation Committee (EL-TPC)?

IS

- A team decision
- Testing accommodations for the GA Milestones, GKIDS, and other classroom assessments.
- Testing accommodations for English learners without disabilities

IS NOT

- An individual decision
- Testing accommodations for the ACCESS for ELLs
- Testing accommodations for English learners with disabilities

[2019-2020 Student Assessment Handbook](#), pp. 93-98

EL-TPC Team Considerations



- What are the EL student's levels of English proficiency in Listening, Reading, and Writing?
- What are the EL student's previous Georgia Milestones assessments results?
- Which accommodations were previously provided?
- What are the EL student's recent district formative or benchmark data?
- Were accommodations used for these assessments?
- Does the student have any unique sociocultural needs with regards to testing?

GOAL of EL-TPC Guidelines

- Build consistency across the state in the application of accommodations for English learners
- Create a gradual release model:
 - As student's level of English proficiency increases year to year, the number of testing accommodations decreases.
 - Accommodations should give English learners access, not advantage, in the testing experience.
 - Accommodations should reflect individual student need – One size does not fit all!

ELs @ WIDA ELP Levels 1.0 – 2.9

- English learners with beginning English proficiency
- Reading & writing skills in English is very limited
- Oral supports (in English) are recommended, rather than written accommodations
- Even oral accommodations may not benefit students at lowest ELP level
- These students need accommodations but are least equipped to use them!



ELs @ WIDA ELP Levels 3.0 – 3.9

- English learners with **intermediate English proficiency**
- Have developed some literacy in English and can benefit from some **written and oral** accommodations
- Need for accommodations **varies considerably** depending on unique sociocultural background, student characteristics and literacy demands of the test.
- Bilingual word-to-word dictionaries may be beneficial when EL is literate in his/her home or primary language and has recently received schooling in that language

ELs @ WIDA ELP Levels 4.0 – 5.9

- English learners or Exited English learners with decreased need for most accommodations
- Bilingual Word-to-word dictionaries (and extra time to use them) may be helpful if the EL is literate in his/her native language and has received recent instruction in that language (whether in the U.S. or abroad)

NOTE about Exited EL Students:

Students who have exited EL status and are in the two-year monitoring phase are classified as EL=1 or EL=2 and are eligible to receive standard testing accommodations. However, it is UNLIKELY that an EL who has met full English proficiency as defined by the state and by the school district will need an EL/TPC accommodation.

Proposed EL-TPC Decision-making Guidelines

Presentation Accommodations	Most likely to benefit EL students at this ELP Level		
	ELP Levels 1.0 – 2.9	ELP Levels 3.0 – 3.9	ELA Levels 4.0 – 5.9
6. Explain or paraphrase the directions for clarify (in English only)	✓	✓	
7. Oral reading of test questions in English only	✓		
8. Oral reading of ELA passages in English only*	Reading Proficiency < 2.0 AND Listening Proficiency ≥ 3.0		
9. Repetition of directions in English only	✓	✓	

*Restricted to eligible EL students only; [see guidance on next page for eligibility](#). For oral reading, screen reader is the preferred method of administration. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the Read-Aloud Guidelines.

Proposed EL-TPC Decision-making Guidelines

Setting Accommodations	Most likely to benefit EL students at this ELP Level		
	ELP Levels 1.0 – 2.9	ELP Levels 3.0 – 3.9	ELA Levels 4.0 – 5.9
1. ESOL classroom	✓		
2. Small group	✓	✓	✓
3. Preferential seating	✓	✓	
4. Individual or study carrell	✓		
5. Individual administration	✓		

Consider whether **setting** accommodations are necessary or not.
 Consider student's sociocultural adjustment needs.

Be careful not to over-accommodate.

Proposed Guidance for Use of Conditional Accommodations 8: Reading of English Language Arts (ELA) Passages

There is a high risk associated with the conditional accommodation “read aloud to student by human reader or electronic media” given that it changes the construct of the reading assessment. The test becomes a measure of listening skills rather than reading skills. Therefore, *regardless of grade level*, this conditional accommodation must be restricted to only those EL students who meet **ALL** eligibility criteria outlined below:

1. The student’s English proficiency scores and performance in the classroom indicate that the student cannot *access, retain, or comprehend text* without the assistance of a reader (i.e., the student is unable to access English text due to their WIDA ACCESS or WIDA Screener (or equivalent valid/reliable language proficiency measure) **reading** language proficiency, not simply reading below grade level);
 - Student’s WIDA ACCESS or WIDA Screener (or equivalent valid/reliable language proficiency measure) **reading proficiency must be less than 2.0.**
 - Student’s WIDA ACCESS or WIDA Screener (or equivalent valid/reliable language proficiency measure) **listening proficiency must be 3.0 and/or greater** for the student to benefit from the read-aloud.
- and**
2. The student is not poised to exit language services within the current school year;
- and**
3. There are clear and specific goals within the student’s language instruction educational plan (when applicable) addressing the deficits which necessitate the need for this conditional accommodation.

NOTE: The preferred method of administration for this conditional accommodation is the screen reader. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the posted Read-Aloud Guidelines.

Proposed EL-TPC Decision-making Guidelines

Accommodation	Most likely to benefit EL students at this ELP Level		
	ELP Levels 1.0 – 2.9	ELP Levels 3.0 – 3.9	ELA Levels 4.0 – 5.9
Response Accommodations			
10. Word-to-Word dictionary**		✓	✓
Scheduling Accommodations			
11. Frequent monitored breaks	✓	✓	
12. Extended time within the confines of the school day	✓	✓	✓

**EL student must be literate in 1st language enough to use the dictionary effectively; Extended time must be provided in conjunction with this accommodation.

Extended Time is defined as time allotted within the confines of a school day. ([2019-2020 Student Assessment Handbook](#), p. 95).



English Learner
Language Programs

EL Language Programs Help Desk

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Questions or Comments?

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