

## **NDSA Science 2015**

### **Section 3: Students with Limited English Proficiency Inclusion Requirements**

- All ELLs must take the state Science assessment.

#### **Assessment Accommodations for Students with Limited English Proficiency (LEP) and English Language Learners (ELLs)**

Students identified as limited English proficient (LEP) or English language learners (ELLs) under federal and state law are entitled to receive the benefit of appropriate accommodations.

Testing accommodations are one of the primary strategies for ensuring that ELLs who are included in state Science assessments are more likely to be tested on their knowledge of the content rather than their English language proficiency.

Accommodations for ELLs involve changes to testing procedures, testing materials, or the testing situation in order to allow students meaningful participation in an assessment. Effective accommodations for ELLs address the unique linguistic and sociocultural needs of the student by reducing construct irrelevant variance due to language, but do not alter the test construct. Accommodated scores should be sufficiently equivalent in scale that they can be pooled with unaccommodated scores (Acosta, Rivera, & Shafer Willner, 2008, p. 38).

#### **Determining Accommodations for ELLs**

Decisions about accommodations should not be made by an individual. Decisions should be made by the school team responsible for planning the student's academic program and should include parent participation. The role of the team is to discuss the accommodations that a student may need for state testing, decide which accommodations will be used by the student, and document the process.

The English language learners (ELLs) team should include:

- Teachers of English language learners or bilingual students and general educators involved in supporting the student
- Interpreter (as appropriate)
- Parent(s) and/or guardian(s)
- Student (as appropriate)

## Considerations When Assigning Accommodations to ELLs on the North Dakota State Assessment

Use the following ELL-responsive criteria to match accommodations to student needs:

1. The student's English Language Proficiency level
2. The student's literacy levels in English and the native language

Additional considerations include:

3. The student's age/grade level
4. If appropriate, language of instruction of the student's current schooling
5. If possible, the student's years of formal schooling and the proficiency of the former language of instruction

## Two Guiding Questions to Frame Discussion During the Decision-Making Meeting:

1. What does this individual student need to show us what he/she really knows?
2. If we provide that, will it change what the test is trying to measure?

Following the proper identification of a student with limited English proficiency, educators must develop an education program that identifies the specific instructional services to be provided to the student, and to describe the manner in which the student will participate in state assessments. Educators need to identify whether the student will participate with or without an accommodation. If an accommodation is needed, the specific accommodation must be identified, and educators must ensure that the accommodation is provided during the student's assessments.

## Specific Assessment Accommodations for Students with Limited English Proficiency

The Department of Public Instruction has approved **three specific assessment accommodations** for use by students who are limited English proficient or English language learners who participate in the North Dakota State Assessment (NDSA) for Science.

- Simplify directions

**Simplify directions.** This includes simplifying, clarifying, and paraphrasing general and internal test directions. General directions are those read by the test administrator to all students from the *Test Directions* document. Internal test directions are those within the test itself that instruct students to read a passage and complete test items that follow, to respond in a specific way to a group of test items, or to stop after completing a certain number of items or pages.

- Read aloud test items and answer choices

**Read aloud test items and answer choices.** This includes reading aloud **verbatim** to the student the test items and answer choices. Test items and answer choices **may not** be simplified, clarified, or paraphrased for the student.

- Dual language dictionaries

**Commercial word-to-word dual language dictionaries (e.g., translation dictionary)** Do not allow dictionaries that offer explanations and definitions, pictures, or examples of terminology. Only dictionaries approved by the North Dakota Department of Public Instruction are allowed. A list of approved dictionaries is available on the NDDPI website under “accommodations” at [www.nd.gov/dpi/Administrators/IME/Programs\\_Initiatives/ELL/](http://www.nd.gov/dpi/Administrators/IME/Programs_Initiatives/ELL/). Provide the student with an opportunity to use the translation dictionary prior to the assessment. Provide extra time during the assessment to use the translation dictionary.

No other accommodations are approved for use with the NDSA by students with limited English proficiency or those who are English language learners.

### **Using the *NDSA Accommodations Worksheet (LEP/ELL)***

Local schools are responsible to ensure the accurate reporting of participation in the North Dakota State Assessment, including use of accommodations. The Department of Public Instruction has prepared an *NDSA Accommodations Worksheet (LEP/ELL)* to aid personnel serving students with limited English proficiency or who are English language learners, and Test Coordinators for use in administering the assessment. The *NDSA Accommodations Worksheet (LEP/ELL)* provides a uniform means of collecting student-level data, serves as documentation of assessment accommodations used during administration of the NDSA, and is valuable for monitoring purposes.

The worksheet is provided by NDDPI. It should be prepared by the student's ESL or bilingual teacher.

**REMINDER:** The information recorded on the *NDSA Accommodations Worksheet (LEP/ELL)* is confidential. Requirements of FERPA must be observed.

**NDSA ACCOMMODATIONS WORKSHEET (LEP/ELL)**  
**Fall 2015 North Dakota State Assessment**

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Directions:**

1. Provide information on assessment accommodation(s) used by this student during participation in the NDSA.
2. Share this worksheet or a copy with the Test Coordinator for use in administering the assessment.
3. Place this worksheet in the student's education file to document participation.

**Accommodations.** Check the appropriate box(es) to indicate use of accommodations.

No assessment accommodation was used.

Simplify directions

This means the test administrator simplified, clarified, or paraphrased the general and internal directions for the student.

Read aloud **verbatim** the test items and answer choices

This means the test administrator read aloud **verbatim** to the student the test items and/or answer choices.

Provide a dual language dictionary

This means the test administrator provided a dual language dictionary from the approved list of dictionaries.