

## ELL Accommodation Survey Results

### Overview

This report provides a summary of responses to an online survey conducted by the Center for Special Needs Populations for the Office for Exceptional Children. The purpose of the ELL Accommodations survey was to collect information regarding perceptions about the accommodations used by local school districts and community schools to support English Language Learners on statewide assessments. This survey focused on accommodations provided to English Language Learners (ELLs) *without disabilities*. The survey was developed to provide baseline data for an ongoing data collection and analysis of the appropriateness and effectiveness of the accommodations that LEAs in Ohio provide for limited English proficient students to ensure their meaningful participation in State assessments.

The target audience for this survey included district personnel who provided and/or administered accommodations during the 2011 Ohio Achievement Assessments and Ohio Graduation Tests. The survey questions covered basic general information, preparation for administering the accommodations, the types of accommodations supervised and rating of the effectiveness of the accommodations selected.

The survey link was disseminated to local school districts and community schools by the Ohio Department of Education and recipients completed the survey between June and July 15, 2011. The Center for Special Needs Populations, responsible for developing the survey and compiling survey results, did not have access to the list of district representatives who received the survey link to provide follow-up prompts to local districts who did not complete the survey.

This report summarizes the results of the survey, highlights key issues identified by survey respondents and includes the written feedback provided by survey respondents.

## Summary of Results

The five sections of the ELL survey listed below provide an overview of the results of questions included in each section. In most cases the term “response total” represents the number of people who responded to the question and the percentages are based on the total responses. Each table also indicates the number of people who “skipped” the question.

### SECTION I: GENERAL INFORMATION

The ELL accommodations survey was completed by 52 of 78 respondents who represented 34 local/community school districts in 25 counties across Ohio.

The majority (50%) of respondents represented suburban districts, with an equal split between rural and urban districts (23%) each.

Forty five percent of respondents identified their role as ELL Specialist (tutor or teacher), but survey respondents included other roles such as District Test Coordinator (15%), Teacher (13%) and Special Education Coordinator (6%) among others.

The average years of service was 8.19 years and the average amount of time respondents noted being in their school district was 12.06 years.

### SECTION II: ACCOMMODATIONS GUIDELINES AND TRAINING

This section contained six questions used to gauge the respondent’s training on Accommodations and their knowledge of Ohio’s guidelines. While the number of respondents varies by question, slightly over half (from 52% to 55%) of 78 respondents answered the questions in this section.

Ninety five percent of respondents indicated they are familiar with Ohio’s State Assessment Program Rules book and their knowledge of ODE guidelines prepared them to administer state assessments to ELLs (88%) and to evaluate the accommodations provided (81%).

Seventy six percent of respondents indicated receiving training on testing accommodations for ELL students on State assessments and most (49%) received 1-3 hours of training. The most frequently identified topic was Ohio’s Program Rules (77%).

Ninety-three percent of respondents (41) felt they were knowledgeable about how to administer state assessments using accommodations, but when asked about evaluating the accommodations, 24% did not feel that their training prepared them for this task.

### **SECTION III: ACCOMMODATIONS FOR USE ON STATEWIDE ASSESSMENTS**

This section asked two questions about the use of accommodations. Slightly over half (51.28%) of 78 respondents answered the questions in this section.

Seventy-eight percent of respondents completed the planning checklist to determine what accommodations were needed by ELL students and how to administer the accommodations for ELLs during the test. Respondents offered several explanations regarding why no checklist was completed.

Sixty percent of respondents felt that accommodations used during classroom instruction should also be allowed for ELLs on statewide assessments. Several examples given were variations on existing allowable accommodations or alternative recommendations to testing requirements.

### **SECTION IV: ADMINISTERING ACCOMMODATIONS ON STATE ASSESSMENTS**

This final section included seven questions which addressed the challenges faced by school personnel when administering statewide assessments to ELLs using accommodations, evaluation of accommodations, and rating specific accommodations by grade level, on their perceived effectiveness in helping to minimize the ELL student's language barrier on the statewide assessments. Again, it should be noted that less than 50% of the 78 respondents answered six of the seven questions in this section.

Seventy-seven percent of respondents felt that accommodations were administered in the same or similar way on the statewide assessments as they were during classroom instruction.

Regarding the most significant challenges faced when administering statewide assessments, survey respondents offered numerous comments with considerable overlap among Challenge #1, 2 and 3 responses. Comments were classified into four topical categories which are summarized in the report beginning on page 11. The topical categories include issues related to District Planning, Procedures and Decision-making; Staff Challenges; Working with Students; and Assessments/Assessment Requirements.

Seventy-four percent of respondents indicated that accommodations were made available to students during statewide assessments and eighty-two percent of respondents agreed that students who received accommodations on the day of the statewide assessment use them appropriately.

A large majority (46%) of those responding to the questions about the evaluation of accommodations indicated that accommodations are evaluated "on an ongoing basis throughout the school year" and many described a formal district/building strategy or process.

Overall, respondents rated accommodations provided to ELLs for use on statewide assessment as effective.

Finally, respondents were asked to rate seven accommodations using a 3 point scale (1 = not well; 3=somewhat; 5= very well) on how effective the accommodations were at minimizing the language

barrier on statewide assessments for ELL students. Since many educators supervise students taking statewide assessments across multiple grade levels, they were asked to rate seven accommodations by grade level. The results of these ratings are highlighted in the report beginning on page 19.

Of the seven accommodations listed, the top two accommodations that received the highest rating (5) in their effectiveness with minimizing the language barrier on statewide assessments for ELL students were:

#1 - The use of a dictionary (grades 3 and 4 only).

#1 – Extended time to complete the test (grades 5-12).

Appendix A Section IV of this report will include a listing of participant comments as referenced in the report.

**SECTION I: GENERAL INFORMATION**

N=78 Respondents

**Question 3. District/Community School Name**

Total individual school districts represented	35
Total Respondents	52
(skipped this question)	26

A list of participating school districts is provided below including the number of respondents per district.

- |   |   |
|---|---|
| 1. Akron Public Schools                   | 19. Maysville Local School District(2)                |
| 2. Bellbrook-Sugarcreek Schools           | 20. Ottawa Hills Local School District                |
| 3. Canal Winchester Local Schools(2)      | 21. Parma, Parma Heights, Seven Hills, OH             |
| 4. Cincinnati Public Schools              | 22. Perry Local Schools                               |
| 5. CWLS                                   | 23. Pike County Career Technology School              |
| 6. Dover East Elementary School           | 24. Portsmouth West High School                       |
| 7. Elyria                                 | 25. Rossford Exempted Village Schools                 |
| 8. Fairborn City School(2)                | 26. Sidney City Schools(4)                            |
| 9. Fairfield City School District         | 27. Southwestern City Schools(2)                      |
| 10. Gahanna Jefferson Public Schools(3)   | 28. St. Paul Lutheran School                          |
| 11. Highland Local Schools(2)             | 29. Sycamore Community Schools                        |
| 12. Lakewood(6)                           | 30. Troy City Schools(2)                              |
| 13. Licking Heights Central Middle School | 31. Wapakoneta City Schools                           |
| 14. Lincolnview Local Schools             | 32. Warren City School District                       |
| 15. London City                           | 33. Wayne Local Schools                               |
| 16. Loveland                              | 34. West Geauga Local Schools/West Geauga High School |
| 17. Madison Local Schools                 |   |
| 18. Marion City Schools                   |   |

**Question 4. County**

Counties represented by survey respondents	25
Total Respondents	52
(skipped this question)	26

**Survey respondents represented the counties listed below.**

- |             |               |                     |
|-------------|---------------|---------------------|
| 1. Auglaize | 10. Lucas     | 19. Shelby          |
| 2. Butler   | 11. Madison   | 20. Summit          |
| 3. Cuyahoga | 12. Marion    | 21. Trumbull County |
| 4. Franklin | 13. Medina    | 22. Tuscarawas      |
| 5. Geauga   | 14. Miami     | 23. Van Wert        |
| 6. Greene   | 15. Muskingum | 24. Warren          |
| 7. Hamilton | 16. Pike      | 25. Wood            |
| 8. Lake     | 17. Richland  |                     |
| 9. Lorain   | 18. Scioto    |                     |

**Question 5. District type**

	Response Total	Response Percent
Suburban	26	50%
Urban	12	23%
Rural	12	23%
Traditional Public District	10	19%
Community School	1	2%
Total Respondents		52
(skipped this question)		26

**Question 6. Your Role**

Response Options	Response Total	Response Percent
ELL Specialist (tutor or teacher)	24	45%
English Language Learner (ELL) Program Coordinator	9	17%
District Test Coordinator	8	15%
Teacher	7	13%
Administrator	5	9%
Counselor	3	6%
Special Education Coordinator	2	4%
Other, please specify: Curriculum Coach	1	
Total Respondents	53	100%
(skipped this question)		25

Note: Survey respondents were asked to select all that apply, therefore the total respondents for this question represents the number of responses for each response option which exceeds the total number of respondents.

**Question 7. Grade level for role(s) selected**

Grade Level	Response Total	Response Percent
3rd	32	60%
4th	29	55%
5th	30	57%
6th	25	47%
7th	24	45%
8th	24	45%
10th	26	49%
11th	24	45%
12th	20	38%
Total Respondents		53
(skipped this question)		25

**Question 8. Years in your current role**

	Response Average
	8.19
Total Respondents	52
(skipped this question)	26

**Question 9. Years in your current school district:**

	Response Average
View responses to this question	12.06
Total Respondents	52
(skipped this question)	26

**SECTION II: ACCOMMODATIONS GUIDELINES AND TRAINING**

**Question 10. Are you familiar with the written guidelines on ELL test accommodations provided by ODE in the Ohio Statewide Assessment Program Rules Book?**

	Response Total	Response Percent
Yes	40	95%
No	2	5%
Total Respondents		42
(skipped this question)		36

**Question 11. Did your awareness of ODE written guidelines sufficiently prepare you for the following tasks?**

A. Administer state assessments to ELLs using testing accommodations?

	Response Total	Response Percent
Yes	38	88%
No	4	9%
Total Respondents		42
(skipped this question)		35

If not please explain:

- No ELL Students in our district – 4 respondents

B. Evaluate how appropriate and effective the accommodations were for the ELLs that you supervised?

	Response Total	Response Percent
Yes	35	81%
No	6	14%
Total Respondents		43
(skipped this question)		35

**Question 12. Have you received training on testing accommodations for ELLs on statewide assessments?**

	Response Total	Response Percent
Yes	31	76%
No	10	24%
Total Respondents		41
(skipped this question)		37

**Question 13. How much training did you receive on testing accommodations for ELLs on statewide assessments?**

	Response Total	Response Percent
1-3 hrs (1/2 day)	21	49%
1 hr or less	16	37%
More than three hours, up to eight hours (1/2 to 1 full day)	4	9%
More than eight hours (1 full day or more)	0	0%
Total Respondents		43
(skipped this question)		35

**Question 14. What topics did your accommodations training cover? Check all that apply.**

	Response Total	Response Percent
Ohio's Statewide Assessment Program Rules.	33	77%
Providing accommodations for ELLs on the statewide assessment.	28	65%
Selecting accommodations for ELLs to use on statewide assessments.	24	56%
Characteristics of ELLs who are eligible for accommodations in addition to use of dictionary and extended time.	24	56%
Planning and implementing specific types of assessment accommodations for ELLs.	17	40%
Evaluating the use of accommodations by ELLs on statewide assessments.	10	23%
Developing an assessment accommodations plan for ELLs.	9	21%
Other topics, please specify	0	0%
Total Respondents		43
(skipped this question)		35

**Question 15. Did your training of ODE written guidelines sufficiently prepare you for the following tasks?**

A. Administer state assessments to ELLs using testing accommodations.

	Response Total	Response Percent
Yes	38	93%
No	3	7%
Total Respondents	41	100%
(skipped this question)		37

B. Evaluate how appropriate and effective the accommodations were for the ELLs that you supervised.

	Response Total	Response Percent
Yes	31	76%
No	10	24%
<b>Total Respondents</b>	<b>41</b>	<b>100%</b>
	(skipped this question)	37

**Comments for Question 15 B**

1. An evaluation occurs at the building level. It does not occur at the district level.
2. I've never been asked if I think that the accommodations are appropriate or effective.
3. My training did not include evaluating the effectiveness of the accommodations. I believe they are ineffective for some of the types of populations we have.
4. No ELL students to administer assessments
5. No training this year
6. There was really no explanation of why the accommodations are effective for my students. If students are not reading at level and have no literacy skills in their native language. A dictionary accommodation seems inappropriate and no accommodation seems mean
7. This was not part of training.
8. Until the students use the accommodation there is no way of knowing how effective it is.
9. Whether the accommodation is effective doesn't matter since so few are permitted. Use all that are permissible.
10. Do not supervise any ELLs.

**SECTION III: ACCOMMODATIONS FOR USE ON STATEWIDE  
ASSESSMENTS**

**Question 16: Did you complete a planning checklist to determine what accommodations were needed for ELLs and how the accommodations would be administered during the test?**

	Response Total	Response Percent
Yes	31	78%
No	9	22%
<b>Total Respondents</b>	<b>40</b>	<b>100%</b>
	(skipped this question)	38

If "no" please explain.

**Explanations regarding why no checklist was completed.**

1. I send a reminder to the ELL administrators regarding what accommodations are permitted, based on the number of years they've been in the country.
2. Not necessary. Accommodations were clear.
3. The information was shared and reviewed, but it was not in the form of a checklist.

- 4. Teachers gave accommodations based on rules and guidelines, IEPs, 504s, etc.
- 5. I didn't know about a planning checklist.
- 6. I used my student folders and class lists to determine this, not a checklist.
- 7. The planning for ELL accommodations takes place at the building level.
- 8. No ELL students to administer assessments (2 respondents).

**Question 17. Are there any accommodations used for classroom instruction that you think should be allowed for ELLs on statewide assessments?**

	Response Total	Response Percent
Yes	24	60%
No	16	40%
Total Respondents	40	100%
	(skipped this question)	38

If yes, please explain.

The respondents offered 22 comments addressing six areas as summarized below.

<b>1. Dictionaries or Scribe</b>
<ul style="list-style-type: none"> <li>• Scribe for students who are at the beginning level of writing and in the country less than 3 years.</li> <li>• I believe ELLs should have access to dictionaries--both bilingual and definition styles. They should also receive extended time and small grouping.</li> <li>• Dictionaries with English definitions as well as word to word 2 Language dictionaries.</li> <li>• Dictionaries are of great use for most of my ELLs on the test. The dictionaries help them determine what the question is asking and/or the content of the reading passages.</li> <li>• Dictionaries.</li> </ul>
<b>2. Test Requirements</b>
<ul style="list-style-type: none"> <li>• Many ELLs who are here longer than 3 years need additional accommodations not allowed on the state assessments.</li> <li>• If stated on ELL plan for accommodations it should be permitted for Statewide due to the implications if they do not pass.</li> <li>• I think that the current accommodations of dictionaries and extended time should continue to be allowed.</li> <li>• Give an alternative test that truly tests their knowledge and not their English. About ten years ago, Ohio was the only state out of a seven state consortium to not adopt an alternative graduation test for ELLs.</li> <li>• For the students under three years: explanation of questions and answer choices NOT just reading them.</li> <li>• An alternative test should be administered, similar to special education, for those in the first stages of language acquisition.</li> </ul>
<b>3. Clarification/Reading</b>
<ul style="list-style-type: none"> <li>• Teacher clarifies directions for student.</li> <li>• Small group setting. Clarification of directions.</li> <li>• Redirected, restate questions, identify question section and answer section (unclear on some test questions).</li> <li>• I think that on the test, the passages should be read or translated for the ELL students when</li> </ul>

they are newcomers.
<ul style="list-style-type: none"> <li>Define test vocabulary define, explain, compare and contrast are a few examples</li> </ul>
<b>4. Translations</b>
<ul style="list-style-type: none"> <li>Translation of reading passages for students who have been here less than three years.</li> <li>Shorter test, CD translations in more languages.</li> </ul>
<b>5. Setting</b>
<ul style="list-style-type: none"> <li>Provide a class setting for just ESL students.</li> </ul>
<b>6. Other Comments</b>
<ul style="list-style-type: none"> <li>Front-loading of new vocabulary and concepts prior to instruction i.e. frontier life, Conestoga wagon, etc for Oregon Trail Unit.</li> <li>Any.</li> <li>Administrators should be allowed to answer questions for ELL students.</li> </ul>

**SECTION IV: ADMINISTERING ACCOMMODATIONS ON STATE ASSESSMENTS**

**Question 18. Were the accommodations used by ELLs on the statewide assessments administered in the same or similar way they are used by students in the classroom?**

	Response Total	Response Percent
Yes	30	77%
No	3	8%
Unknown	5	13%
Accommodations not used in the classroom	1	3%
Total Respondents	39	100%
(skipped this question)		39

If no, please explain:

<b>Explanations provided by respondents who answered “no” regarding how accommodations were used.</b>
<ol style="list-style-type: none"> <li>Read aloud and clarification of questions is commonly used in classroom testing based on student need rather than just time in country and OTELA level.</li> <li>Language CDs for tests not used in the classroom.</li> <li>I don't know if every teacher allows extended time, I think so but I don't know for sure.</li> <li>ALL students are allowed to have test questions and answers read aloud and explained. Students are allowed to ask teachers questions for clarification of questions/answer choices.</li> <li>Put ELLs in a small group setting.</li> <li>I don't have a regular classroom, so I'm unsure of their accommodations.</li> <li>I have no ELLs.</li> <li>There are no ELL students enrolled in our facility.</li> </ol>

**Question 19. What are the three *most significant challenges* you face when administering statewide assessments to ELLs using accommodations? List your top three and explain each one.**

There were 40 responses identified as Challenge #1. The responses were classified into the three areas listed in Table 1 which lists examples illustrating the comments for each area. The entire list of comments can be found in Appendix A: Challenge #1.

**Table 1: Summary of Challenge # 1**

**Most Significant Challenges Faced When Administering Statewide Assessments To Ell Students.**

<b><i>Planning, Procedures and Decision-making</i></b>
<ul style="list-style-type: none"> <li>• Administrators do not allow enough time for ESL students to take the tests is difficult, in that, ESL students should be able to start before everyone else so they have a full day's worth of time.</li> <li>• Acclimating test administrator to guidelines</li> <li>• Coordinating efforts between the building test coordinator, the special education supervisor, the case manager and the classroom teacher.</li> <li>• One challenge was setting up the schedule and being able to complete it in the nine days in our district. We had problems when we needed to schedule several people to translate different languages for the tests for the ELL's, especially when they had to take three to five tests on three to five days</li> <li>• Determining which students qualify for accommodations. Because of the sparse educational records schools receive from other countries it is hard to decide who gets the accommodations.</li> </ul>
<b><i>Providing adequate staff to support students</i></b>
<ul style="list-style-type: none"> <li>• Preparing the students to use the accommodations is challenging. We practice using the CD player. We discuss using extra time and the discipline is takes to keep working when you realize that the other students have finished.</li> <li>• Providing enough test facilitators.</li> <li>• Limited time frame to secure translators--too many needed in short administration window Securing translators</li> <li>• Finding interpreters - In Cincinnati Public Schools, students speak approximately 70 different languages and dialects. It is difficult to find interpreters for all of them that qualify.</li> <li>• Ensuring they understood testing directions--Some students may not have sufficient English proficiency to understand all testing directions.</li> </ul>
<b><i>Availability of adequate accommodations/resources</i></b>
<ul style="list-style-type: none"> <li>• Language CD's unavailable for many languages</li> <li>• The reading passages are not translated for students who receive a translation accommodation.</li> <li>• Providing translating dictionaries to meet their needs - students could not find some words in the translation dictionaries</li> </ul>

There were 38 responses listed as Challenge #2. The responses were classified into the three areas listed in Table 2 including examples illustrating each area. The entire list of comments can be found in Appendix A: Challenge #2.

**Table 2: Summary of Select Challenge #2 Comments**  
**Most Significant Challenges Faced When Administering Statewide Assessments To ELL Students.**

<b>Staffing Challenges</b>
<ol style="list-style-type: none"> <li>1. Not being able to find translators and the state not providing the languages we need also adds to the challenge.</li> <li>2. No translation CDs or qualified translators to administer the test to Burmese/Karen students (one of our districts highest populations).</li> <li>3. Finding translators for Karen and Burmese speakers. My district has a large number of students who speak these languages, and they need translators. The state should provide them if the district cannot, though good faith effort, find these individuals. Reading the test in English to these kiddos is incredibly non-productive for all involved. If we can't translate, then their scores should not be counted. If we can't translate, we are not providing them with the access and even playing field that they deserve and to which they are entitled.</li> <li>4. Not having an interpreter available in the language needed.</li> <li>5. The ESL teacher/Coordinator has to administer and coordinate the OTELA, help administer the OGT, and the OAA. Other teachers in the district just have to deal with only one of those tests. However, ESL teachers cannot take themselves out of helping with other tests, because the results affect the results of the AMAO.</li> <li>6. Having the staff to cover all the different situations for testing and settings.</li> <li>7. Enough teachers in the elementary buildings to help since our teachers work in two to three buildings.</li> <li>8. Helping other teachers to understand that the accommodations do not give Ells an unfair advantage is a challenge.</li> </ol>
<b>District Planning/ Decision making</b>
<ol style="list-style-type: none"> <li>1. Providing enough space for testing.</li> <li>2. Coordinating accommodations for all students that qualify - because we have so many different groups of students speaking so many different languages, it's hard to schedule and find space for all to be tested.</li> <li>3. Determining whether the ELL student receives on ELL accommodations or ELL plus Special Education accommodations.</li> <li>4. Computers with CD players that worked - Students meet in the media center for testing. Everyone found a computer with a CD player that worked, but sometimes one from the day before would not work and we had to move around media center to find one that did</li> <li>5. Trying to handle all the ELL students with accommodations in one room. I might have 8 ELL 5th graders by myself; 3 on CD players with headsets and 5 students not using them.</li> </ol>
<b>Student Issues or Working with Students</b>
<ol style="list-style-type: none"> <li>1. Frustration of the child because of the language barrier.</li> <li>2. Lowering test anxiety--Many students become very anxious when testing as they may not understand quite a bit of the assessment. Offering a short break during testing can be beneficial for these students.</li> <li>3. Keeping the ELLs focused. The test is sometimes too difficult for the students and some of them feel like giving up before they have even started.</li> <li>4. Having ELL's use dictionaries if taking test in regular classroom. Some don't feel comfortable.</li> <li>5. Comprehension--some of the terminology used on the test was unfamiliar to the ELL students and as the administrator I could not make those terms clear to the students without violating testing protocol.</li> <li>6. Students often would prefer to read aloud (to themselves).</li> <li>7. The dictionary on the desk tends to segregate/differentiate these students from the typical</li> </ol>

- population.
8. Students at the higher level of proficiency don't feel comfortable taking a test in a small group - which means they are not happy to be singled out even though that would allow that access to dictionary.
  9. Ensuring that the child is comfortable in her testing situation with accommodations. That the child knows why she is given special accommodations.
  10. Not being able to restate questions in a more simplified way.

There were 38 responses listed as Challenge #3. Many of these responses were voiced under Challenges 1 and 2. Some unique comments were categorized as Test Requirements/Expectations and District Planning and Decision making. Select responses illustrating these categories are listed in Table 3. The entire list of comments can be found in Appendix A: Challenge #3.

**Table 3: Summary of Select Challenge #3 Statements**  
**Most Significant Challenges Faced When Administering Statewide Assessments To ELL Students.**

Test Requirements/Expectations
<ol style="list-style-type: none"> <li>1. The written nature of the tests is a challenge. If we are testing students on their content knowledge, and they cannot express themselves in writing, then we are not accurately assessing their abilities. Students with and without translators at the pre-functional level should be able to answer content questions (math and science) in their home language and then have that answer transcribed into English. By making them write their answers, we are testing their English ability, not their content knowledge.</li> <li>2. Extra-time and a dictionary are not always enough. Exemptions from state tests (excluding the OTELA) would be ideal for students who have been here for less than three years and have tested pre-functional or beginner on the OTELA or screening test. This would put expectations more in line with reality/research.</li> <li>3. Length of test, first half went real well, second half not so much.</li> <li>4. Pressure to earn a diploma by passing a complex test should not trump the importance of the acquisition of language skills.</li> <li>5. Thinking it is appropriate to test children on subjects they haven't been taught because they weren't in the country seems like a huge challenge even with a dictionary and extended time.</li> <li>6. Text levels are WAY above most of the students reading levels, therefore comprehension is challenging.</li> <li>7. Not allowing additional accommodations beyond extended time and dictionary - because of the large refugee population and students with limited previous education, many students who have been in U.S. schools 3 or more years still need additional accommodations. However, they are not allowed to receive it after 3 years.</li> <li>8. ELL students have to take the OTELA and the OAAs, two long and frustrating tests within a few months.</li> </ol>
District Planning/ Decision making
<ol style="list-style-type: none"> <li>1. Cost of hiring substitutes to assist with testing.</li> <li>2. Finding translators, even with help from the testing company and beyond, is not always possible. Sometimes our new students have to take the tests without a translator. Although they are exempted from taking certain tests their first year in the US, most of the time, administration chooses to have them take the tests. Maybe first year beginners should be exempted from all tests, just to be clear.</li> <li>3. Identifying ESL students.</li> </ol>

4. Ensuring that adequate time is allocated for the ELL student to receive extended time.
5. Providing space & TA's for extended time.
6. Time necessary to test the oral one on one.
7. Explaining to the administration that they need to separate the various levels ELL students: IEPs, 504s, CDs and the regular ELL students. I make sure that ALL ELL students, and the teachers working with those student can use the dictionary and have extra time. This has helped a lot. We also have a new testing coordinator and she has put each grade level on a different day instead of having 3-5 reading on the same day and time.
8. ELL students miss even more class time than usual with the pull-out program. This is frustrating to them, and their classroom teachers.
9. Assembling all the appropriate equipment, dictionaries, versions of tests for various grades, etc., are challenges.

**Question 20: Did all ELLs accept the accommodations made available to them during statewide assessments?**

	Response Total	Response Percent
Yes	28	74%
No	10	26%
Total Respondents	38	100%
(skipped this question)		40

If no, please explain:

Explanations provided by respondents who answered "no" regarding ELL students using accommodations made available to them.
<ol style="list-style-type: none"> <li>1. They (Students) are very aware of the extra time component, but choose to finish early just to get it over with.</li> <li>2. Some students felt confident enough not to use dictionaries or extra-time.</li> <li>3. Some do not use a dictionary nor make use of the extended time.</li> <li>4. Many students find the dictionaries unhelpful and more confusing to use.</li> <li>5. Most did not need to use the extended time even though it was provided.</li> <li>6. Some chose not to take extra time or use the dictionary.</li> <li>7. Some students who were given extended time, did not use it.</li> <li>8. Some did not want translators.</li> <li>9. I had no students.(2)</li> </ol>

**Question 21. Did all ELLs who received accommodations on the day of the statewide assessment use them appropriately?**

	Response Total	Response Percent
Yes	31	82%
No	7	18%
Total Respondents	38	100%
(skipped this question)		40

If no, please explain:

Explanations provided by respondents who answered “no” regarding ELL students using accommodations made available to them.
1. Some did not use dictionaries nor extended time. All who had CD's used them.
2. Advanced ESL students usually do not take the extra time allowed for the tests.
3. Some did not need extended time.
4. Some were so new that the dictionary didn't help because they didn't know how to use it.
5. Some of them do not really know how the dictionary is useful to them on this type of test (even though it is explained). They get bored so they don't want to take the extra time.

**Question 22. At the district and/or building level, *when* do you evaluate the effectiveness of testing accommodations for your students? Please explain your response.**

	Response Total	Response Percent
Ongoing throughout the school year	17	46%
We do not evaluate the effectiveness of accommodations for ELLs (please explain)	6	16%
The beginning of the school year	4	11%
A few days or a few weeks before the test administration	4	11%
During committee meetings about the student	3	8%
The end of the school year	2	5%
After the test administration	1	3%
The middle of the school year	0	0%
Other, please specify:	2	5%
Total Respondents	37	100%
(skipped this question)		41

Please explain:

Explanations provided by respondents who answered “no” regarding ELL students using accommodations made available to them.
1. We use all accommodations allowed, so evaluating effectiveness is irrelevant.
2. We only look at the final scores.
3. The accommodations are from the State and therefore cannot be changed or determined by the school. Since we have no control over the accommodations, we do not have a purpose for evaluation. Additionally, there is nothing to compare them to.
4. I use the accommodations that are available, and discuss them with the classroom teacher, but we've never formally evaluated the effectiveness.
5. The ESL department at North High School believes that the accommodations for the majority of our populations are ineffective.
6. The ELL teachers in our district use the same accommodations for ALL ELLs throughout the district. If a student is labeled LEP, they get a dictionary and extended time. Those are the accommodations outlined in the handbook and we allow all LEP to use them.

**Question 23. At the district and/or building level, describe how you evaluate the effectiveness of testing accommodations used on state assessments for ELLs?**

	Total Respondents	38
	(skipped this question)	40

The comments made by the 38 participants are listed in two categories. The table below lists the comments for each category.

<p><b>1. Formal District/building process (20 comments)</b></p> <ul style="list-style-type: none"> <li>• At IAT meetings.</li> <li>• Utilizing both qualitative and quantitative data.</li> <li>• We complete it as a team headed up by our department chair person.</li> <li>• We discuss each student case at the meeting with staff members included in planning and scheduling accommodations. The discussion results in planning some changes for the following school year.</li> <li>• Through discussion and evaluation of test scores and observation.</li> <li>• A meeting is held at the end of year discussing student results and any problems experienced with testing procedure.</li> <li>• These accommodations are reviewed when applied during class instructional time.</li> <li>• It is an ongoing process.</li> <li>• We use the guidelines provided by ODE concerning English proficiency levels, reports from the classroom and ELL teachers, and any IEP/intervention information available to determine which accommodations would be most effective. Then, we practice the accommodations prior to testing to evaluate if the accommodation is practical and effective in a testing environment for each particular student. If necessary, we re-evaluate accommodations that aren't working.</li> <li>• This is ongoing. Students use these accommodations throughout the year, so during practice testing and regular assignments I am able to observe and talk with students about accommodations in order to get feedback.</li> <li>• We discuss what went well, what needs improved and we make adjustments. I just provide info and special education department makes adjustments.</li> <li>• We discuss it at ELL Team meetings and with parents and teachers at P-T conferences.</li> <li>• We decide which students need small group, and we also try to make sure they have dictionary skills prior to the test. This works unless the student arrives right before the test.</li> <li>• Throughout the year, we practice assessments in class, and I guide the students on the proper use of accommodations allowed to them.</li> <li>• We use the same procedure for state assessments as are used for other testing procedures.</li> <li>• It is based on what students are entitled to receive and what they use in the regular classroom setting.</li> <li>• We evaluate the effectiveness of testing accommodations by direct observation-the majority of our students don't have translation dictionaries in their language-and there aren't, for example, many terms used in science that are not in the dictionaries.</li> <li>• ESL teachers work with general education teachers to determine which accommodations would be most effective.</li> <li>• The ELL teacher and I keep in constant communication about which students used dictionaries/extended time and which ones didn't. We then use this information and compare it with their results.</li> <li>• TA tells DTC and STC after tests. ELL Coordinator &amp; teacher(s) make notes.</li> </ul>
---

<b>2. Determined by existing documentation, informal strategy, process (15 comments)</b>
<ul style="list-style-type: none"> <li>We just see how the students are doing and see if it correlates to their class work.</li> <li>The student needed and used the accommodations given.</li> <li>I ask the test monitor how the ELL students did: did they use their time wisely, did they use the dictionary, etc.</li> <li>Based on students' needs and how they perform; IEP, 504.</li> <li>Teacher/proctor observation, parent feedback, student feedback.</li> <li>The only way to evaluate them is to look at student results on the tests. However, there is no way to evaluate how a student would have performed without them.</li> <li>Use all accommodations allowed, so evaluating effectiveness is irrelevant.</li> <li>I feel that they do help somewhat, but I truly believe that more could be done to help ELL students especially for the newcomers.</li> <li>Questions asked: Did students use the accommodations? How did the students perform on the tests?</li> <li>I don't know if we really evaluate it. We do what the state tells us we can do. In regard to students who are here less than three years, I decide at the beginning of the year what type of accommodation will be required based on their literacy in their other language, the tests/CDs available, etc.</li> <li>Whatever is dictated on the ELL plan.</li> <li>By how they used the accommodations.</li> <li>Mainstream teachers usually ask ESL students to finish tests and projects with me so I know that students are getting to take advantage of their accommodations.</li> <li>The ELL teacher and I keep in constant communication about which students used dictionaries/extended time and which ones didn't. We then use this information and compare it with their results.</li> <li>We looked at what students need for success and what they're legally allowed to have and provided those items for the students.</li> </ul>
<b>3. No evaluation specified/unknown (3 comments)</b>
<ul style="list-style-type: none"> <li>Not sure.</li> <li>No ELL students to administer assessments.</li> <li>Have none.</li> </ul>

**Question 24. Overall, how effective were the accommodations provided to ELLs for use on statewide assessment as determined by you or your district?**

	Response Total	Response Percent
Somewhat effective	18	47%
Very effective	15	39%
Unknown	5	13%
Not effective	0	0%
	Total Respondents	38
	(skipped this question)	40

Please explain your selection:

The following comments were made by participants who rated the accommodations as "Very Effective".

### Benefits of Accommodations (Very Effective)

1. Many students take the extra time and use the dictionary provided. However, this works best when the ESL teacher administers the tests. When ESL students take the tests with their main teacher, they do not always take advantage of dictionary or time.
2. Without a translator and a dictionary my student from India would have not been able to even try most of the questions.
3. The dictionary, extended time, and (when qualified) use of CDs (in English or native language) assist students in decoding the assessment questions and tasks, which permits students to demonstrate their content knowledge.
4. The students used the accommodations, and overall, they performed well.
5. It allows for students unique learning styles.
6. Use of Spanish CD & and dictionaries for one student, gave student hope. Dictionaries for others were so helpful and important. Will know more when scores come.
7. If students need the extras, then they are more confident in the way they look at the questions.
8. Listening to test in their native language on CD, extended time, and read-aloud, and use of dictionary were all helpful to my students
9. When the teachers and students say they used the dictionary and it helped them, then I know that the accommodation was effective.
10. I think that the students appreciated being able to use dictionaries and have the extra time. They needed the translators and translated CD's.
11. I believe the students could have benefitted from the technical items available.
12. For very motivated older students I would agree that they are very effective, but for other students who are average and also the younger elementary students I would say that they are not effective for the very limited ELL students.
13. We are a small district and are able to meet individual student needs easily.

The following comments were made by participants who rated the accommodations as “Somewhat Effective”.

### Limitations of accommodations ( Somewhat Effective)

1. Give me a reading test in Japanese with dictionary and extra-time accommodations and I still will never pass it.
2. The test is only taken once, either with or without accommodations. There is no data to show how a student performed in the alternative situation.
3. Even with these accommodations, we are not making AYP.
4. It varied, I think the translation accommodation is effective for students who we could find a translator for, many languages do not have an appropriate translator available (Karen/Burmese).
5. We only look at the use of the accommodation. There is no real way to know if it is effective. We watch to see if they use it (which most do) and that is about all we look at.
6. Dictionaries are only appropriate for students that can read and write in their own language and have had enough time in US to learn enough English to-many of our ELLs come from refugee camps and have not had basic education in their own language.
7. It was effective for those teams that met, however, due to limited time and ESL staff, not all teams were able to meet and, thus, ELs received the best accommodations they could have gotten.
8. We allow all LEP students to use the accommodations, but not all use them. I think the main issue is their lack of confidence in using the dictionary (ex: can't spell or find the word).

The following comments were made by five participants who rated the accommodations as “unknown”.

Unknown
1. N/A
2. No ELL students to administer assessments.
3. None enrolled.
4. The test is only taken once, either with or without accommodations. There is no data to show how a student performed in the alternative situation.

**Question 25:** In the table below rate how effective the accommodations were in helping to **minimize the language barrier** on the statewide assessment, as determined by you or your district using the scale below (1= not well; 3=somewhat; 5= very well).

**Ratings for Grade 3  
General accommodations for all ELLs  
(number of respondents)\***

	N/A	1	3	5	Response Total
The use of a dictionary	9.52% (2)*	9.52% (2)	33.33% (7)	<b>47.62%</b> <b>(10)</b>	21
Extended time to complete the tests	9.52% (2)	9.52% (2)	38.1% (8)	<b>42.86%</b> <b>(9)</b>	21
<b>Total Respondents</b>					<b>21</b>
<b>(skipped this question)</b>					57

Additional accommodations for students enrolled in U.S. schools for less than three years and at the beginning or intermediate level in reading and writing

	N/A	1	3	5	Response Total
A language translation accommodation of allowable parts of the test - translator reads aloud in the student's language to student(s)	66.67% (14)	0% (0)	4.76% (1)	<b>28.57%</b> <b>(6)</b>	21
A language translation accommodation of allowable parts of the test using the foreign-language CD	61.9% (13)	0% (0)	14.29% (3)	<b>23.81%</b> <b>(5)</b>	21
A Spanish bilingual printed form of the test (in grades 3-8 OAA only)	66.67% (14)	4.76% (1)	23.81% (5)	<b>4.76%</b> <b>(1)</b>	21
An English read-aloud accommodation of allowable parts of the test using the English audio CD	55% (11)	10% (2)	10% (2)	<b>25%</b> <b>(5)</b>	20
An English read-aloud accommodation of allowable parts of the test using the read-aloud script - test administrator reads the test aloud to student(s)	55% (11)	10% (2)	10% (2)	<b>25%</b> <b>(5)</b>	20
<b>Total Respondents</b>					<b>21</b>
<b>(skipped this question)</b>					57

**Ratings for Grade 4**  
**General accommodations for all ELLs**

	N/A	1	3	5	Response Total
The use of a dictionary	15.79% (3)	15.79% (3)	26.32% (5)	<b>42.11%</b> <b>(8)</b>	19
Extended time to complete the tests	21.05% (4)	5.26% (1)	31.58% (6)	<b>42.11%</b> <b>(8)</b>	19
Total Respondents					19
(skipped this question)					59

Additional accommodations for students enrolled in U.S. schools for less than three years and at the beginning or intermediate level in reading and writing

	N/A	1	3	5	Response Total
A language translation accommodation of allowable parts of the test - translator reads aloud in the student's language to student(s)	52.63% (10)	0% (0)	10.53% (2)	<b>36.84%</b> <b>(7)</b>	19
An English read-aloud accommodation of allowable parts of the test using the read-aloud script - test administrator reads the test aloud to student(s)	52.63% (10)	5.26% (1)	15.79% (3)	<b>26.32%</b> <b>(5)</b>	19
An English read-aloud accommodation of allowable parts of the test using the English audio CD	57.89% (11)	10.53% (2)	10.53% (2)	<b>21.05%</b> <b>(4)</b>	19
A language translation accommodation of allowable parts of the test using the foreign-language CD	63.16% (12)	5.26% (1)	10.53% (2)	<b>21.05%</b> <b>(4)</b>	19
A Spanish bilingual printed form of the test (in grades 3-8 OAA only)	78.95% (15)	0% (0)	21.05% (4)	<b>0% (0)</b>	19
Total Respondents					19
(skipped this question)					59

**Ratings for Grade 5**  
**General accommodations for all ELLs**

	N/A	1	3	5	Response Total
Extended time to complete the tests	10% (2)	0% (0)	35% (7)	<b>55%</b> <b>(11)</b>	20
The use of a dictionary	10% (2)	5% (1)	40% (8)	<b>45%</b> <b>(9)</b>	20
Total Respondents					20
(skipped this question)					58

Additional accommodations for students enrolled in U.S. schools for less than three years and at the beginning or intermediate level in reading and writing

	N/A	1	3	5	Response Total

A language translation accommodation of allowable parts of the test - translator reads aloud in the student's language to student(s)	65% (13)	0% (0)	0% (0)	<b>35% (7)</b>	20
A language translation accommodation of allowable parts of the test using the foreign-language CD	60% (12)	0% (0)	10% (2)	<b>30% (6)</b>	20
An English read-aloud accommodation of allowable parts of the test using the English audio CD	70% (14)	5% (1)	5% (1)	<b>20% (4)</b>	20
An English read-aloud accommodation of allowable parts of the test using the read-aloud script - test administrator reads the test aloud to student(s)	60% (12)	5% (1)	15% (3)	<b>20% (4)</b>	20
A Spanish bilingual printed form of the test (in grades 3-8 OAA only)	85% (17)	0% (0)	10% (2)	<b>5% (1)</b>	20
<b>Total Respondents</b>					20
<b>(skipped this question)</b>					58

**Ratings for Grade 6**  
**General accommodations for all ELLs**

	N/A	1	3	5	Response Total
Extended time to complete the tests	20% (3)	0% (0)	26.67% (4)	<b>53.33% (8)</b>	15
The use of a dictionary	20% (3)	6.67% (1)	33.33% (5)	<b>40% (6)</b>	15
<b>Total Respondents</b>					15
<b>(skipped this question)</b>					63

Additional accommodations for students enrolled in U.S. schools for less than three years and at the beginning or intermediate level in reading and writing

	N/A	1	3	5	Response Total
An English read-aloud accommodation of allowable parts of the test using the read-aloud script - test administrator reads the test aloud to student(s)	60% (9)	0% (0)	6.67% (1)	<b>33.33% (5)</b>	15
A language translation accommodation of allowable parts of the test using the foreign-language CD	53.33% (8)	6.67% (1)	13.33% (2)	<b>26.67% (4)</b>	15
An English read-aloud accommodation of allowable parts of the test using the English audio CD	66.67% (10)	6.67% (1)	6.67% (1)	<b>20% (3)</b>	15
A language translation accommodation of allowable parts of the test - translator reads aloud in the student's language to student(s)	73.33% (11)	6.67% (1)	0% (0)	<b>20% (3)</b>	15
A Spanish bilingual printed form of the test (in grades 3-8 OAA only)	80% (12)	0% (0)	13.33% (2)	<b>6.67% (1)</b>	15
<b>Total Respondents</b>					15
<b>(skipped this question)</b>					63

**Ratings for Grade 7**

**General accommodations for all ELLs**

	N/A	1	3	5	Response Total
Extended time to complete the tests	13.33% (2)	6.67% (1)	40% (6)	<b>40% (6)</b>	15
The use of a dictionary	13.33% (2)	6.67% (1)	46.67% (7)	<b>33.33% (5)</b>	15
<b>Total Respondents</b>					15
<b>(skipped this question)</b>					63

Additional accommodations for students enrolled in U.S. schools for less than three years and at the beginning or intermediate level in reading and writing

	N/A	1	3	5	Response Total
A language translation accommodation of allowable parts of the test using the foreign-language CD	53.33% (8)	6.67% (1)	13.33% (2)	<b>26.67% (4)</b>	15
An English read-aloud accommodation of allowable parts of the test using the read-aloud script - test administrator reads the test aloud to student(s)	66.67% (10)	0% (0)	13.33% (2)	<b>20% (3)</b>	15
A language translation accommodation of allowable parts of the test - translator reads aloud in the student's language to student(s)	66.67% (10)	6.67% (1)	13.33% (2)	<b>13.33% (2)</b>	15
An English read-aloud accommodation of allowable parts of the test using the English audio CD	66.67% (10)	0% (0)	26.67% (4)	<b>6.67% (1)</b>	15
A Spanish bilingual printed form of the test (in grades 3-8 OAA only)	80% (12)	0% (0)	13.33% (2)	<b>6.67% (1)</b>	15
<b>Total Respondents</b>					15
<b>(skipped this question)</b>					63

**Ratings for Grade 8**  
**General accommodations for all ELLs**

	N/A	1	3	5	Response Total
Extended time to complete the tests	26.67% (4)	0% (0)	20% (3)	<b>53.33%</b> <b>(8)</b>	15
The use of a dictionary	26.67% (4)	0% (0)	26.67% (4)	<b>46.67%</b> <b>(7)</b>	15
<b>Total Respondents</b>					15
<b>(skipped this question)</b>					63

Additional accommodations for students enrolled in U.S. schools for less than three years and at the beginning or intermediate level in reading and writing

	N/A	1	3	5	Response Total
An English read-aloud accommodation of allowable parts of the test using the read-aloud script - test administrator reads the test aloud to student(s)	66.67% (10)	0% (0)	6.67% (1)	<b>26.67%</b> <b>(4)</b>	15
A language translation accommodation of allowable parts of the test using the foreign-language CD	60% (9)	6.67% (1)	6.67% (1)	<b>26.67%</b> <b>(4)</b>	15
A language translation accommodation of allowable parts of the test - translator reads aloud in the student's language to student(s)	66.67% (10)	6.67% (1)	0% (0)	<b>26.67%</b> <b>(4)</b>	15
An English read-aloud accommodation of allowable parts of the test using the English audio CD	66.67% (10)	0% (0)	20% (3)	<b>13.33%</b> <b>(2)</b>	15
A Spanish bilingual printed form of the test (in grades 3-8 OAA only)	73.33% (11)	0% (0)	13.33% (2)	<b>13.33%</b> <b>(2)</b>	15
<b>Total Respondents</b>					15
<b>(skipped this question)</b>					63

**Ratings for Grade 10**  
**General accommodations for all ELLs**

	N/A	1	3	5	Response Total
Extended time to complete the tests	18.18% (4)	4.55% (1)	13.64% (3)	<b>63.64%</b> <b>(14)</b>	22
The use of a dictionary	22.73% (5)	9.09% (2)	18.18% (4)	<b>50%</b> <b>(11)</b>	22
<b>Total Respondents</b>					22
<b>(skipped this question)</b>					56

Additional accommodations for students enrolled in U.S. schools for less than three years and at the beginning or intermediate level in reading and writing

	N/A	1	3	5	Response Total
A language translation accommodation of allowable parts of the test using the foreign-language CD	54.55% (12)	0% (0)	9.09% (2)	<b>36.36%</b> <b>(8)</b>	22
A language translation accommodation of allowable parts of the test - translator reads aloud in the student's language to student(s)	68.18% (15)	4.55% (1)	9.09% (2)	<b>18.18%</b> <b>(4)</b>	22
An English read-aloud accommodation of allowable parts of the test using the English audio CD	59.09% (13)	4.55% (1)	22.73% (5)	<b>13.64%</b> <b>(3)</b>	22
An English read-aloud accommodation of allowable parts of the test using the read-aloud script - test administrator reads the test aloud to student(s)	77.27% (17)	0% (0)	9.09% (2)	<b>13.64%</b> <b>(3)</b>	22
A Spanish bilingual printed form of the test (in grades 3-8 OAA only)	86.36% (19)	0% (0)	9.09% (2)	<b>4.55%</b> <b>(1)</b>	22
<b>Total Respondents</b>					22
<b>(skipped this question)</b>					56

**Ratings for Grade 11**  
**General accommodations for all ELLs**

	N/A	1	3	5	Response Total
Extended time to complete the tests	25% (5)	0% (0)	20% (4)	<b>55%</b> <b>(11)</b>	20
The use of a dictionary	30% (6)	0% (0)	20% (4)	<b>50%</b> <b>(10)</b>	20
<b>Total Respondents</b>					20
<b>(skipped this question)</b>					58

Additional accommodations for students enrolled in U.S. schools for less than three years and at the beginning or intermediate level in reading and writing

	N/A	1	3	5	Response Total
A language translation accommodation of allowable parts of the test using the foreign-language CD	65% (13)	0% (0)	5% (1)	<b>30%</b> <b>(6)</b>	20
An English read-aloud accommodation of allowable parts of the test using the English audio CD	60% (12)	0% (0)	20% (4)	<b>20%</b> <b>(4)</b>	20
An English read-aloud accommodation of allowable parts of the test using the read-aloud script - test administrator reads the test aloud to student(s)	75% (15)	0% (0)	5% (1)	<b>20%</b> <b>(4)</b>	20
A language translation accommodation of allowable parts of the test - translator reads aloud in the student's language to student(s)	75% (15)	5% (1)	0% (0)	<b>20%</b> <b>(4)</b>	20
A Spanish bilingual printed form of the test (in grades 3-8 OAA	85%	0%	5%	<b>10%</b>	20

only)	(17)	(0)	(1)	(2)	
<b>Total Respondents</b>					20
<b>(skipped this question)</b>					58

**Ratings for Grade 12**  
**General accommodations for all ELLs**

	N/A	1	3	5	Response Total
Extended time to complete the tests	31.25% (5)	0% (0)	12.5% (2)	<b>56.25%</b> <b>(9)</b>	16
The use of a dictionary	37.5% (6)	0% (0)	25% (4)	<b>37.5%</b> <b>(6)</b>	16
<b>Total Respondents</b>					16
<b>(skipped this question)</b>					62

Additional accommodations for students enrolled in U.S. schools for less than three years and at the beginning or intermediate level in reading and writing

	N/A	1	3	5	Response Total
A language translation accommodation of allowable parts of the test using the foreign-language CD	56.25% (9)	0% (0)	6.25% (1)	<b>37.5%</b> <b>(6)</b>	16
An English read-aloud accommodation of allowable parts of the test using the English audio CD	50% (8)	0% (0)	18.75% (3)	<b>31.25%</b> <b>(5)</b>	16
A language translation accommodation of allowable parts of the test - translator reads aloud in the student's language to student(s)	75% (12)	6.25% (1)	0% (0)	<b>18.75%</b> <b>(3)</b>	16
An English read-aloud accommodation of allowable parts of the test using the read-aloud script - test administrator reads the test aloud to student(s)	75% (12)	0% (0)	12.5% (2)	<b>12.5%</b> <b>(2)</b>	16
A Spanish bilingual printed form of the test (in grades 3-8 OAA only)	87.5% (14)	0% (0)	6.25% (1)	<b>6.25%</b> <b>(1)</b>	16
<b>Total Respondents</b>					16
<b>(skipped this question)</b>					62

**Question 26. Please identify any additional considerations that should be made regarding providing accommodations for ELLs on statewide assessments that were not addressed in this survey.**

View responses to this question	
Total Respondents	36
(skipped this question)	42

Participant comments appeared to fall into five types of responses which are summarized below:

Use of Accommodations
<ul style="list-style-type: none"> <li>Continue to permit dictionary use.</li> </ul>
<ul style="list-style-type: none"> <li>If the test is about comprehension of reading material, reading passages should be translated along with the questions. Students will still have to think about what the question is asking even if the material is translated.</li> </ul>
<ul style="list-style-type: none"> <li>use of electronic translation devices on high school level</li> </ul>
<ul style="list-style-type: none"> <li>I think students do better if someone reads the test instead of having a CD. Sometimes students have trouble operating the equipment. A person can start and stop depending on the student using a dictionary. Much more effective than a CD.</li> </ul>
<ul style="list-style-type: none"> <li>We're finding that English Only CD's are equal to the translated version; there is less confusion jumping back and forth between languages for the test participant...</li> </ul>
<ul style="list-style-type: none"> <li>Again, I cannot reiterate how important I believe the use of a dictionary is to ELLs. Both a bilingual (word-to-word) and definition dictionary are critical to allow students to demonstrate their content knowledge and provide a more accurate depiction of their skills. Without dictionaries, our ELLs will be unable to decode questions and provide meaningful responses. Prohibiting dictionary usage during testing will result in a skewed portrayal of student content knowledge.</li> </ul>
<ul style="list-style-type: none"> <li>Regardless of whether or not a student has a disability, is ELL, or in general education, all students learn differently and take tests differently. We have to recognize this fact and do everything we can to make sure the student is learning the content. Accommodations are just one way to ensure this goal is met. Dictionaries are not a benefit to the ELL; they are a tool the students will learn to use the rest of their lives in order to understand the new language they are learning.</li> </ul>

Modification of Requirements
<ul style="list-style-type: none"> <li>If a child scores low on OTELA, consider not having them take state assessments.</li> </ul>
<ul style="list-style-type: none"> <li>Keep things as they are although I would rather not have the OGT be a detriment to graduation especially for students who have arrived in the US and are in their later years of high school</li> </ul>
<ul style="list-style-type: none"> <li>Again, I think it would be valuable to be able to restate the questions for many of our ELL students. They will be able to pick out the main idea of the question and may even know the answer but are unable to choose correctly due to the language and wordiness of the questions.</li> </ul>
<ul style="list-style-type: none"> <li>A small group setting would be helpful for ELL students receiving the general accommodations.</li> </ul>
<ul style="list-style-type: none"> <li>Students should be able to listen to the exam in their native language and answer questions in that native language.</li> </ul>
<ul style="list-style-type: none"> <li>Newcomers should be allowed to have the whole test translated.</li> </ul>

- Please consider allowing students to take the test orally. Their English reading and writing skills (with the exception of the reading test, of course,) are not the intended skills for assessment. Their content knowledge is sometimes there, but ELL students cannot express it in written form. Scribes and oral responses would give a truer picture of content knowledge.
- Because of the large refugee and students with limited previous education, additional accommodations should be provided for SOME students beyond just 3 years.
- I can use alternative assessments and see that my students are learning what they are suppose to. However, the OGT won't allow my students to show what they have learned because the grade level text that the test is written in. I wish that the state could either allow more time in country (extend the amount of years of being exempt) before the students have to pass the OGT. Or as in the case of many other states, adopt an alternative test for ELL's, which is one of my main tools in assessing students knowledge; and not how well they can read and understand English.

- Use of Funds**
- Spending the money that is spent on districts hiring in translators could be better spent on making more languages available on CD. This way we have some more quality control.
  - I would like to see more languages available to districts on CDs.
  - As a TESOL certified science teacher-I am using all the tricks of the trade but it is not helping like it did before as the populations change and numbers grow. Can the state help????? Maybe the State could investigate how the ELL population is growing and changing in OHIO???Thank you for letting me tells you my feelings in this matter.

- Perspectives on Assessment expectations**
- ELLs may be allowed to have questions orally rephrased by the TESOL certified personnel with accordance to their OTELA proficiency level. (mostly at the lower levels) We have too many students underperforming not because they don't 'get the concept' but b/c the directions/questions are too complicated. A significant issue for better comprehension for ELLs is a cultural gap e.g., ELLs are not familiar with many aspects of American thinking, values, etc.
  - It is all so much work involved and kids have so many other variables happening in their lives. We put so much emphasis on these tests, what about the individuals??????
  - Students at the lowest levels (1 and 2) should be required to do the OTELA, but should not have to take the OAA assessments. I am not sure how one can say that their score is an accurate representation of what they know in English, in their native language, or in both. If it is not accurate, than why should they have to do it.
  - The problem with our students is that many come to 9th grade as new arrivals without language skills in their own language. Therefore-1.5 years is not enough time in country to adequately prepare for OGT content as well as enough English to understand the questions; compared to American students that have basically been training for the OGT since 1st grade.
  - Ohio science standards, for example, are so broad (knowing that ELL's need extra time to master content and be able to use higher level thinking to apply content) they just don't have enough time in the country to be able to read, understand, and pass the OGT. Are we really testing their knowledge in the content areas, or are we testing their reading and writing abilities only!!

<b>Other Comments</b>
<ul style="list-style-type: none"> <li>Find it very frustrating to do the OTELA and the OAA, then to have my students move to a different school, state, etc. This has happened with every ESL student I have had in the last 8 years.</li> </ul>
<ul style="list-style-type: none"> <li>We had no participants for this year that needed extra ESL accommodations. We had one student, but he also qualified for accommodations under an IEP, for this he was served. However, the future population of our school includes higher numbers of ESL students who will need ESL accommodations. A classroom instruction would provide more balanced support to provide access to appropriate learning situations which would be reinforce prior to the state assessments.</li> </ul>
<ul style="list-style-type: none"> <li>List of students should be on our caseload</li> </ul>
<ul style="list-style-type: none"> <li>I do not have additional items for consideration at this time.(8)</li> </ul>

**Appendix A: SECTION IV: ADMINISTERING ACCOMMODATIONS ON STATE  
ASSESSMENTS**

**Summary of Comments for Question for Question 19**

What are the three *most significant challenges* you face when administering statewide assessments to ELLs using accommodations?

### List of All Challenge 1 Responses

1. Acclimating test administrator to guidelines
2. None
3. No ELL students to administer assessments
4.
5. Helping all students
6. Language CD's unavailable for many languages
7. Providing enough test facilitators.
8. N/A. There are no ELL students enrolled in our facility. If and when that happens we will accommodate as directed
9. Translator schedules
10. Dealing with administration who do not allow enough time for ESL students to take the tests is difficult, in that, ESL students should be able to start before everyone else so they have a full day's worth of time.
11. 1
12. Making sure that the assessment is a valid representation of what the child knows in combination with the accommodations given.
13. Testing all students at the same time.
14. The reading passages are not translated for students who receive a translation accommodation. If we are testing their ability to read in English, why not test their reading skills regardless of language on the OAA and OGT? The passages on the reading test are generally way too difficult for our pre-functional and beginner students.
15. Finding space to place students with varying needs
16. Dictionaries sometimes don't help to understand complicated directional wording.
17. NOT being able to support the students as I would like to.
18. Students are concerned to use the dictionaries in front of students who don't get to use accommodations.
19. Finding a native of India that spoke my student's language.
20. Providing translating dictionaries to meet their needs - students could not find some words in the translation dictionaries that were made available to them
21. Determining which students qualify for accommodations. Because of the sparse educational records schools receive from other countries it is hard to decide who gets the accommodations. I give this information on new students to the testing coordinator and let her make the determination. Then I list the students and their accommodations in an email which I send to her and the school principal. This is done by January as we sometimes get new students in December.
22. Limited time frame to obtain translators--too many needed in short administration window
23. Students ask for clarification about questions which I am unable to provide.
24. The text complexity does not allow the students to demonstrate understanding of a topic.
25. Students not understanding the language
26. The amount of time it takes for beginning ELLs to take this test, the frustration they have over taking the test, they know it is important, but it is completely inappropriate for a second year elementary student from a refugee camp to sit for 4-5 hours and try to complete this test

27. Ensuring they understood testing directions--Some students may not have sufficient English proficiency to understand all testing directions.
28. Time--the students needed extra time to complete the tests on each test segment.
29. Rate, even in small groups students move at a differing speed. Can be hard for them to focus when I reread or go back for a slower student.
30. I have to get all the tests administered to many students in a short amount of time.
31. One challenge was setting up the schedule and being able to complete it in the nine days in our district. We had problems when we needed to schedule several people to translate different languages for the tests for the ELL's, especially when they had to take three to five tests on three to five days, which the translators had to take off from their jobs. It would be easier with a longer testing window.
32. Preparing the students to use the accommodations is challenging. We practice using the CD player. We discuss using extra time and the discipline it takes to keep working when you realize that the other students have finished.
33. Students who have been in the country for less than a year that must to take a standardized test. They may not have ever had education or formalized testing. Filling in just one bubble can be confusing for them. Accommodations don't help with that confusion.
34. Administering Math and Science Assessments to students who have been here less than a year and are at the pre-functional level of reading, writing, speaking and listening. For goodness sake, if are excused from the reading rest, they certainly should be excused from these two tests, especially the science test, which is full of academic English. It is unproductive for both the student and administrator to read through that entire test when nothing is understood and only random answers are being generated.
35. Coordinating efforts between the building test coordinator, the special education supervisor, the case manager and the classroom teacher.
36. We have few ELL students and are able to meet their needs easily.
37. Space/Rooms in the buildings
38. Giving the appropriate time for an ELL who has been in the country just over 1 year to use the dictionary.
39. Finding interpreters - In Cincinnati Public Schools, students speak approximately 70 different languages and dialects. It is difficult to find interpreters for all of them that qualify.
40. Reading passages and test forms should be leveled to reach the students' reading level. If each student were given a test, based on their reading level, the results would fit the students' level of comprehension. Most beginner/low-intermediate ELLs struggle with the reading passages and guess on the questions because they do not understand.

### List of All Challenge 2 Responses

1. Frustration of the child because of the language barrier.
2. Reading Aloud Small Group.
3. Having ELL's use dictionaries if taking test in regular classroom. Some don't feel comfortable.
4. Providing enough space for testing.
5. The ESL teacher/Coordinator has to administer and coordinate the OTELA, help administer the OGT, and the OAA. Other teachers in the district just have to deal with only one of those tests. However, ESL teachers cannot take themselves out of helping with other tests, because the results affect the results of the AMAO.
6. Ensuring that the child is comfortable in her testing situation with accommodations. That the child knows why she is given special accommodations.
7. Excusing them from class.
8. The students who receive the translation accommodation are not allowed to write in English on the writing tests. Again, if we are testing their ability to write in English on the OTELA, why not test their ability to write regardless of language on the OAA and OGT?
9. having the staff to cover all the different situations for testing and settings.
10. Students at the higher level of proficiency don't feel comfortable taking a test in a small group - which means they are not happy to be singled out even though that would allow that access to dictionary.
11. Not being able to restate questions in a more simplified way.
12. Some dictionaries do not have OAA type words in them and are therefore not helpful.
13. Arranging and accommodating for the translator and her schedule. She was a doctor.
14. Computers with CD players that worked - Students meet in the media center for testing. Everyone found a computer with a CD player that worked, but sometimes one from the day before would not work and we had to move around media center to find one that did.
15. Trying to handle all the ELL students with accommodations in one room. I might have 8 ELL 5th graders by myself; 3 on CD players with headsets and 5 students not using them. There are cords all over the place. One year, the principal had me test 3rd, 4th and 5th graders in the same room at the same time. Between test booklets being wrong, laptops not working properly and having so many students, it was a ZOO!!
16. Although sensitive to translation, I'm very cautious regarding what it is that the translators are really saying.
17. Students often would prefer to read aloud (to themselves).
18. The dictionary on the desk tends to segregate / differentiate these students from the typical population.
19. not having an interpreter available in the language needed.
20. no translation CDs or qualified translators to administer the test to Burmese/Karen students (one of our districts highest populations).
21. Lowering test anxiety--Many students become very anxious when testing as they may not understand quite a bit of the assessment. Offering a short break during testing can be beneficial for these students.
22. Comprehension--some of the terminology used on the test was unfamiliar to the ELL students and as the administrator I could not make those terms clear to the students without violating testing protocol.
23. Focus for OGT later in the week. Not much can be done, but it showed more for all students.

24. I lose teaching time from my pull-out program to administer all these tests.
25. It's a challenge to get the rest of the students in the school buildings to stay quiet while we finish giving the tests, in the afternoons or the extra days.
26. Helping other teachers to understand that the accommodations do not give Ells an unfair advantage is a challenge.
27. Not being able to find translators and the state not providing the languages we need also adds to the challenge.
28. Finding translators for Karen and Burmese speakers. My district has a large number of students who speak these languages, and they need translators. The state should provide them if the district cannot, though good faith effort, find these individuals. Reading the test in English to these kiddos is incredibly non-productive for all involved. If we can't translate, then their scores should not be counted. If we can't translate, we are not providing them with the access and even playing field that they deserve and to which they are entitled.
29. Determining whether the ELL student receives on ELL accommodations or ELL plus Special Education accommodations.
30. We do not have a 2nd challenge.
31. Enough teachers in the elementary buildings to help since our teachers work in two to three buildings.
32. Allowing for breaks for food because of the extended time they have.
33. Coordinating accommodations for all students that qualify - because we have so many different groups of students speaking so many different languages, it's hard to schedule and find space for all to be tested.
34. Keeping the ELLs focused. The test is sometimes too difficult for the students and some of them feel like giving up before they have even started.
35. None
36. N/A. There are no ELL students enrolled in our facility. If and when that happens we will accommodate as directed
37. n/a
38. No ELL students to administer assessments

### List of All Challenge 3 Responses

1. Thinking it is appropriate to test children on subjects they haven't been taught because they weren't in the country seems like a huge challenge even with a dictionary and extended time.
2. That ELL students have to take the OTELA and the OAAs, two long and frustrating tests within a few months.
3. The written nature of the tests is a challenge. If we are testing students on their content knowledge, and they cannot express themselves in writing, then we are not accurately assessing their abilities. Students with and without translators at the pre-functional level should be able to answer content questions (math and science) in their home language and then have that answer transcribed into English. By making them write their answers, we are testing their English ability, not their content knowledge.
4. Cost of hiring substitutes to assist with testing.
5. Identifying ESL students.
6. Ensuring that adequate time is allocated for the ELL student to receive extended time.
7. Finding translators, even with help from the testing company and beyond, is not always possible. Sometimes our new students have to take the tests without a translator. Although they are exempted from taking certain tests their first year in the US, most of the time, administration chooses to have them take the tests. Maybe first year beginners should be exempted from all tests, just to be clear.
8. N/A. There are no ELL students enrolled in our facility. If and when that happens we will accommodate as directed.
9. The above two are most critical.
10. Providing space & TA's for extended time.
11. Time necessary to test the oral one on one.
12. Extra-time and a dictionary are not always enough. Exemptions from state tests (excluding the OTELA) would be ideal for students who have been here for less than three years and have tested pre-functional or beginner on the OTELA or screening test. This would put expectations more in line with reality/research.
13. Lowering frustration--Some students become frustrated with the assessment as that may not understand it and I can't offer the same amount of assistance as I could within the classroom. Again, short breaks can be helpful in lowering the level of frustration.
14. keeping kids focused for the amount of time taken by the tests.
15. Language barriers.
16. Bilingual CDs have a confusing effect on most students except in case the student is non-English speaker at the pre-functional level of proficiency.
17. Text levels are WAY above most of the students reading levels, therefore comprehension is challenging.
18. Finding a dictionary in my student's language. Luckily the family owned one.
19. Having my students take tests over material they are totally unfamiliar with.
20. Even though the students get extended time they don't always use it. Some of the beginners, or low-intermediate students, often rush through the test because they don't feel like they will get results and would rather guess.
21. Explaining to the administration that they need to separate the various levels ELL students: IEPs, 504s, CDs and the regular ELL students. I make sure that ALL ELL students, and the teachers working with those student can use the dictionary and have extra time. This has helped a lot. We also have a new testing coordinator and she has put each grade level on a different day instead of having 3-5 reading on the same day and time.



22. No ELL students to administer assessments.
23. We do not have a 3rd challenge.
24. Kids need the dictionaries and word-to-word is not feasible. (Lack of available options in the future for word to word only). When in the trenches, the use of a "regular" dictionary is of little help...and yet, there is talk of discontinuing its use).
25. Students sometimes have difficulty using dictionary effectively during the test.
26. Length of test, first half went real well, second half not so much.
27. Explaining to the students that the State of Ohio believes that extra time and a dictionary or CD in English is a fair way to test what they have learned.
28. ELL students miss even more class time than usual with the pull-out program. This is frustrating to them, and their classroom teachers.
29. Not allowing additional accommodations beyond extended time and dictionary - because of the large refugee population and students with limited previous education, many students who have been in U.S. schools 3 or more years still need additional accommodations. However, they are not allowed to receive it after 3 years.
30. Small group.
31. Pressure to earn a diploma by passing a complex test should not trump the importance of the acquisition of language skills.
32. It's a challenge to have the students sit a long time with a translator or the translated CD's and then to eat lunch and take breaks with them.
33. Assembling all the appropriate equipment, dictionaries, versions of tests for various grades, etc., are challenges.