

## Proposed GaDOE Guidance for English Learner (EL) Test Participation Committee on Selection of Accommodations for English Learners on GA Milestones Assessments

The GA Department of Education provides EL/TPC committees with decision-making guidelines to determine accommodations for English Learners (ELs) on state assessments. The Chart on the next page lists the accommodations on GA Milestones assessments that are available to EL students, cross-referenced with recommendations regarding the effectiveness of the accommodation based on the overall composite English language proficiency (ELP) level of the student as measured by the WIDA ACCESS for ELLs<sup>®</sup> 2.0.

### Goals:

1. Build consistency across the state in the application of accommodations for EL students.
2. Create a gradual release model. In general, as a student makes gains in English proficiency, the number of assigned accommodations should decrease, i.e. the scaffolds should be removed. The goal is for the student to perform or achieve at his/her greatest potential with as little support as possible. Students will eventually emerge as independent learners.

### Additional considerations for the EL-TPC committee include:

- Accommodations are designed to give access, not advantage.
- Accommodations given in prior year(s); (review past EL/TPC decisions)
- Previous individual WIDA ACCESS results by domain (listening, reading and writing)
- Previous Ga Milestones results
- Recent district formative or benchmark data: e.g. Measures of Academic Progress (MAP) RIT growth, Dibels, SRI, & Lexile score in relation to grade level expectations, among others
- Student's sociocultural needs

EL students' accommodations should reflect individual student need. For this reason, the recommendations on the following chart **should be considered as guidelines** by the EL/TPC committee. **All accommodations are not required for the suggested ELP level.** The TPC team should choose only those accommodations that are appropriate to the specific student's need. Decisions should be justifiable based on student performance data (formative & summative assessments, observations, etc.).



**Chart: EL/TPC Committee 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	ELP Levels 4.0 – 5.9
<b>Setting Accommodations</b>			
1. ESOL classroom	√	√	√
2. Small group	√	√	√
3. Preferential seating	√	√	
4. Individual or study carrel	√		
5. Individual administration	√		
<b>Presentation Accommodations</b>			
6. Explain or paraphrase the directions for clarity (in English only)	√	√	
7. Oral reading of test questions in English only	√	(case by case for students in the low 3.0's)	
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)	√	√	
<b>Response Accommodations</b>			
10. Word-to-Word dictionary***		√	√
<b>Scheduling Accommodations</b>			
11. Frequent monitored breaks	√	√	
12. Extended time within the confines of the school day	√	√	√

\*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.

\*\*Be aware that some accommodations, such as repeated directions and extended time may also require small group administration.

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



### 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.

#### **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. The EL Testing Participation Committee may consider Accommodation #12: Extended Time within the confines of the day, if applicable.

